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FEDERAL AID FOR INDUSTRIAL ARTS.

AMERICAN INDUSTRIAL ARTS ASSN., WASHINGTON, D.C.

PUB DATE 66

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. 98P.

DESCRIPTORS- *INDUSTRIAL ARTS, *FEDERAL LAWS, SCHOLARSHIP FUNDS, *RESEARCH PROPOSALS, GUIDELINES, *FELLOWSHIPS, *INSTITUTES (TRAINING PROGRAMS), FEDERAL AID, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, NATIONAL DEFENSE EDUCATION ACT, HIGHER EDUCATION ACT OF 1965,

THIS CONFERENCE, WHICH WAS ATTENDED BY 102 PERSONS REPRESENTING LOCAL DISTRICTS, UNIVERSITIES, AND GOVERNMENTAL AGENCIES, WAS TO PROVIDE AN UNDERSTANDING OF--(1) WHAT THE VARIOUS LAWS MEAN, (2) HOW TO PREPARE SPECIFIC PROPOSALS, (3) HOW TO INITIATE ACTIONS FOR FEDERAL FUNDS, AND (4) WHEN AND WHERE PROPOSALS SHOULD BE INTRODUCED. MAJOR PRESENTATIONS INCLUDED--(1) "THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I" (ESEA), (2) "ESEA, TITLES II AND III," (3) "ESEA, TITLE IV", (4) "ESEA, TITLE V," (5) "EXPLANATION OF INDUSTRIAL ARTS INSTITUTES UNDER TITLE XI, NATIONAL DEFENSE EDUCATION ACT," (6) "UNDERGRADUATE STUDENT FINANCIAL ASSISTANCE AVAILABLE FOR INDUSTRIAL ARTS STUDENTS UNDER THE HIGHER EDUCATION ACT OF 1965, TITLE IV," AND (7) "A LOOK AHEAD IN EDUCATIONAL LEGISLATION." THE APPENDIX GIVES A ROSTER OF PARTICIPANTS AND SUGGESTED GUIDELINES FOR PROPOSAL PREPARATION. THIS DOCUMENT IS AVAILABLE FOR $3.75 FROM AMERICAN INDUSTRIAL ARTS ASSOCIATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (EM)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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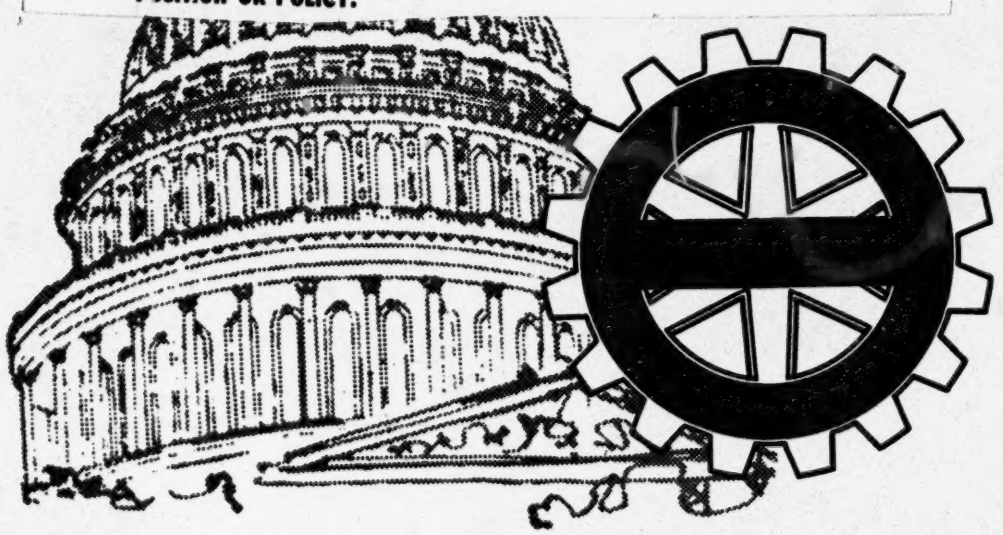

INSTRUCTIONAL AIDS • EQUIPMENT
SUPERVISION • INSTITUTES
RESEARCH • STUDENT ASSISTANCE

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Library of Congress Catalog Card Number: 66-23388

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1201 Sixteenth St., N.W., Washington, D. C. 20036

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Foreword

JOHN O. CONAWAY
Chairman of AIAA Legislative Information Committee
Terre Haute, Indiana

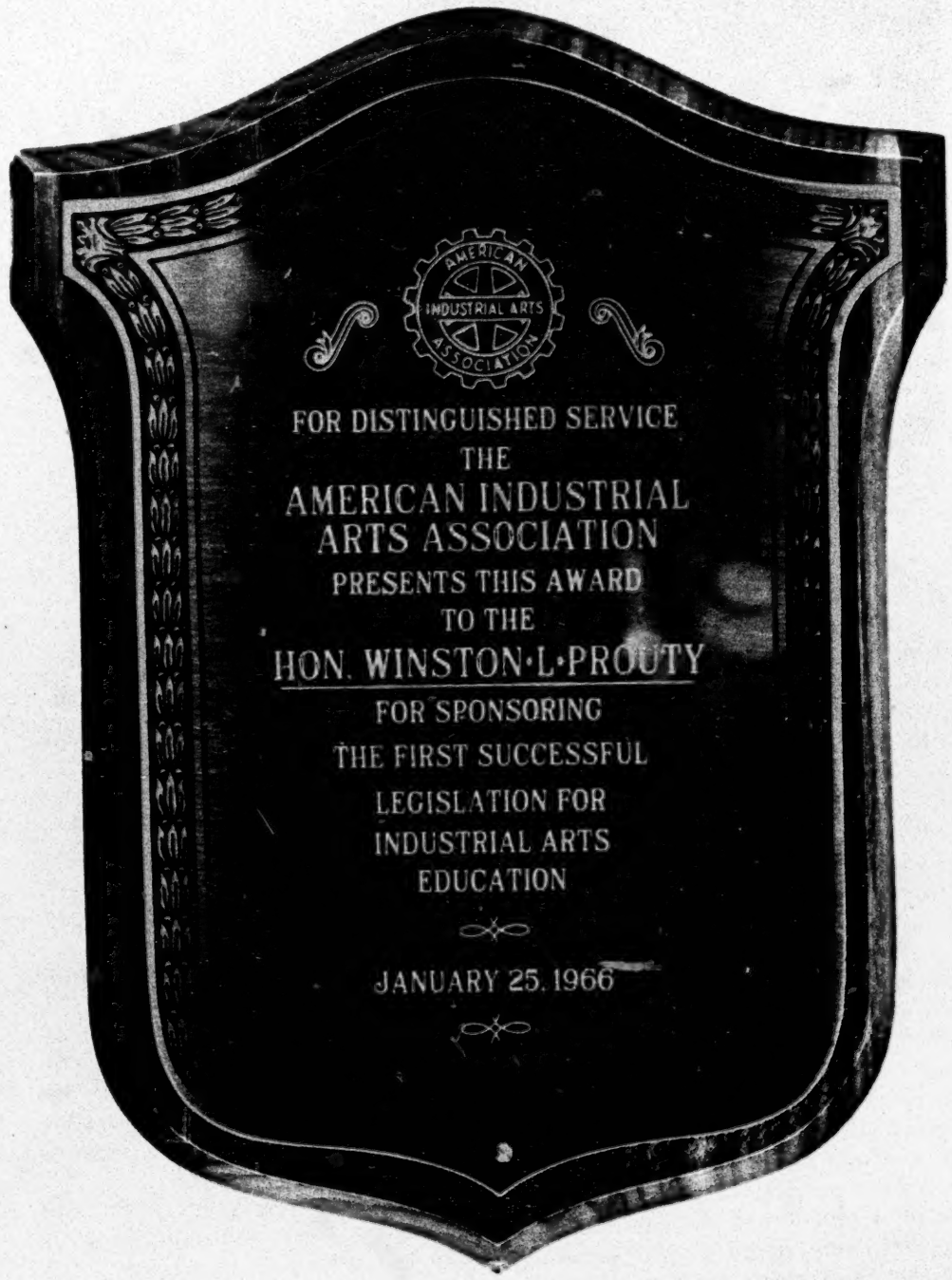
Current federal legislation which may provide assistance for the improvement of the industrial arts programs in the public schools of America has created new problems and new relationships for the industrial arts teachers. Because of this, the American Industrial Arts Association called a three-day, work-type conference in Washington, D. C., January 24-26, 1966.

The topics developed were based on the current problem of understanding the broad opportunities through assistance under the provisions of this Federal legislation for improving the industrial arts curriculum in the public schools of America. The topics of the conference were presented by the very able representative of the U. S. Office of Education and the staffs of the National Education Association and the American Industrial Arts Association.

Over 100 industrial arts educators were in attendance at this historic conference, and represented all parts of the United States and Puerto Rico.

A very encouraging development of the conference was the realization that all of the speakers from the U. S. Office of Education, the National Education Association, and the United States Congress recognize and support the importance of industrial arts as a part of the program of the American public school system. The speakers were well-informed concerning the general purpose of industrial arts as an integral part of the public school curriculum.

The suggestions and information provided in this conference report will be of assistance to industrial arts teachers and public school administrators in developing proposals for assistance under the provisions of all five Titles of the Elementary and Secondary Education Act of 1965, the institute section of the National Defense Education Act, and other Federal legislation having implications for industrial arts.


AMERICAN INDUSTRIAL ARTS ASSOCIATION
FOR DISTINGUISHED SERVICE
THE
AMERICAN INDUSTRIAL
ARTS ASSOCIATION
PRESENTS THIS AWARD
TO THE
HON. WINSTON·L·PROUTY
FOR SPONSORING
THE FIRST SUCCESSFUL
LEGISLATION FOR
INDUSTRIAL ARTS
EDUCATION
JANUARY 25. 1966

Statement of Appreciation for Support Given Senate Committee On Measure to Improve Education

Honorable WINSTON L. PROUTY
U. S. Senator, Vermont

Dr. Weber and friends. When a United States Senator has the opportunity to address such a distinguished group as I find present tonight, and places a time limit upon himself of two minutes, he establishes a precedent which I am sure will be broken tomorrow.

The honor which you bestow upon me tonight is something for which I shall always be grateful. I did have the opportunity to offer an amendment which provided for the institutes of industrial arts. I am glad that this effort was successful. Let us hope that at this session of the Congress we shall be able to amend Title III of the National Defense Education Act to make industrial arts eligible for equipment aid. We have already delayed too long on this question.

All of you realize, I am sure, that no individual United States Senator, or Congressman, can simply introduce an amendment, or a piece of legislation, and be certain that it will be enacted simply because he offered it. It takes men like Ken Dawson, Dr. Lumley, and all their assistants, and you people here tonight in the NEA and in the American Industrial Arts Association to put new programs through, and so you are the ones who are really entitled to the credit.

I appreciate the support that your representatives in Washington have given me and other members of the Committee on Labor and Public Welfare on measures to improve education. I am sure you feel

as I do that if cuts must be made in the budget this year because of the war situation, education programs should be the last to suffer because there is nothing more important for the future of our country than to make certain that our boys and girls be given the knowledge to meet the responsibilities they must assume as citizens in the years ahead.

Again, let me thank you so much for the privilege of being with you and for giving me this wonderful plaque. I shall cherish it always. Thank you.

Preview of Existing Federal Aid For Industrial Arts

KENNETH E. DAWSON
Executive Secretary-Treasurer
American Industrial Arts Association

The legislative progress being made by most educational associations is largely attributed to joint effort of many organizations. Because of the activities of the NEA, the AIAA and many state associations and individuals, industrial arts has been recognized in the halls of Congress by its first specific legislation in the Higher Education Act of 1965, which amended the National Defense Education Act, Title XI. With the limited experience in federal aid programs, industrial arts people have never had the opportunity of preparing proposals, or of understanding what federal legislation means. The speakers for this conference will help us understand how to prepare ourselves to obtain and use funds for industrial arts. For many years now, other fields of education have received great benefit from the federal government. Industrial arts now has the opportunity to receive federal funds, either through the Elementary and Secondary Education Act of 1965, the Higher Education Act of 1965, or the National Defense Education Act of 1958.

The specific purposes of this conference were to provide an understanding of:

1. What the various laws mean.
2. How to prepare specific proposals.
3. How to initiate actions for federal funds.
4. When and where proposals should be introduced.

The plan of the conference was to get the most knowledgeable people available from the National Education Association and the U. S. Office of Education to discuss all Federal legislation specifically affecting industrial arts. They have given liberally of their time to discuss these programs with you. For those who have never prepared a proposal for federal aid, it is hoped that the information and suggestions will assist in organizing requests for federal aid. Also included are guidelines and suggestions for industrial arts institutes now available under Title XI of the National Defense Education Act.

Imperative to the success of industrial arts programs funded through federal legislation are the following facts: (1) The incentive must lie with the individual industrial arts teacher, supervisor, or teacher educator, (2) all federal aid programs are administered through the United States Office of Education, and correspondence concerning such programs should be directed to the proper administrator in the USOE, (3) industrial arts proposals are competing with those of other curricula, and must be well developed, succinct, and readily evaluated.

Very briefly, we will orient you to the various acts which will be discussed in detail by the authorities in each area.

Elementary and Secondary Education Act of 1965—Title I.

The Bill provided in this title 1.06 billion dollars for the education of children of low-income families. Do not be confused by the term "low-income families." Ninety-five percent of all of the school districts in the United States are eligible for funds under this act. Title I is widely permissive. Local industrial arts organizations can design their own programs to improve teaching, and present the improved program schedules to the local authorities. It is our understanding that funds in Title I can be used for industrial arts equipment, instructional aids, more teachers, in-service training of teachers, special laboratory equipment, constructing facilities and even constructing buildings. Supervisory personnel and full-time specialists for the improvement of industrial arts instruction can be paid out of Title I funds.

Every industrial arts teacher, supervisor, or teacher educator who needs to improve his program should make a proposal in written form on suggested ways to improve his curriculum, including additional staff, improved equipment and teaching facilities, and, perhaps, remodeling or rebuilding industrial arts laboratories. Industrial arts teachers should take the initiative to prepare a well-developed proposal, and present it to either their superintendent of schools, or the persons authorized to administer PL 89-10 in their school district.

Elementary and Secondary Education Act of 1965—Title II.

Title II is the library title. The Bill authorized the expenditure of 100 million dollars for the year 1965-66. It provides instructional materials, textbooks, professional magazines, and similar materials where industrial arts has long been in great need. The industrial arts teacher

should make a request to the appropriate local school official for the purchase of library books, audio-visual material, textbooks, magazines, reference books, etc., under Title II of PL 89-10. The important thing to remember in Title II, and perhaps all other titles, is to spell out what your needs are which may be provided through the Elementary and Secondary Education Act of 1965. Do not be concerned about spelling out the amount of money, but tell of the need for the materials.

Elementary and Secondary Education Act of 1965—Title III.

Title III of the Bill is called "Supplementary Educational Centers and Services." This title provided 100 million dollars for the school year 1965-66. Its purpose is to stimulate and assist local educational agencies, and to provide needed educational services which are not now available. Each state receives a basic allotment of 200 thousand dollars. Additional funds are available for each state based on a pre-arranged formula. Funds in Title III are available in industrial arts to set up model situations, special programs, community resources, adult and special education programs, and similar activities. An example of a program which might be introduced in industrial arts is a mobile unit on industrial arts which can be moved into a community which does not have an industrial arts program. In elementary school industrial arts, mobile units might be prepared to move into the elementary schools. Title III is to be administered by local educational agencies; thus, any requests, or proposals, should be presented to the local superintendent of schools, or his designated agency.

Elementary and Secondary Education Act of 1965—Title IV.

Title IV provides 45 million dollars to extend the current cooperative research program of the U. S. Office of Education. Title IV nearly triples the funds available in the present cooperative research act. The new act includes not only institutions of higher education but also public and private non-profit institutions, agencies, and organizations and individuals. The proposals will eventually have to be approved by the U. S. Office of Education. However, they may be presented through the State Department of Education of your state.

Elementary and Secondary Education Act of 1965—Title V.

This title provides 25 million dollars for strengthening state departments of education. For industrial arts, this may be the opportunity we have awaited for many years to provide state supervision of industrial arts in every state. Also, it is designed to provide in-service training of teachers, administrators, and other school personnel. Industrial arts teachers and local and state industrial arts associations should outline to the state superintendent of public instruction and the state board of education the need for supervision at the state level whose sole responsibility is the improvement of industrial arts education.

National Defense Education Act—Title XI.

On November 8, 1965, President Johnson signed into law H.R. 89-329 which amended the National Defense Education Act of 1958.

Industrial Arts was included in Title XI, the institute section. The bill was written for fiscal 1967; however, due to the good efforts of Dr. Donald Bigelow and the U. S. Office of Education, five pilot institutes will be held in 1966. Through a screening process, mutually agreed upon by the U. S. Office of Education and the industrial arts profession, the following five colleges were selected:

Eastern Michigan University
Ypsilanti, Michigan

Northern Illinois University
DeKalb, Illinois

State University College
Oswego, New York

University of Maryland
College Park, Maryland

University of North Dakota
Grand Forks, North Dakota

Beginning in 1967, every industrial arts program in higher education will have the opportunity to present proposals for industrial arts institutes. Proposals for fiscal 1967 must be in the U.S. Office of Education by May 2, 1966. We hope that from 50 to 75 industrial arts institutes will be funded for the Summer of 1967.

Fellowships, Scholarships, and Opportunity Grants

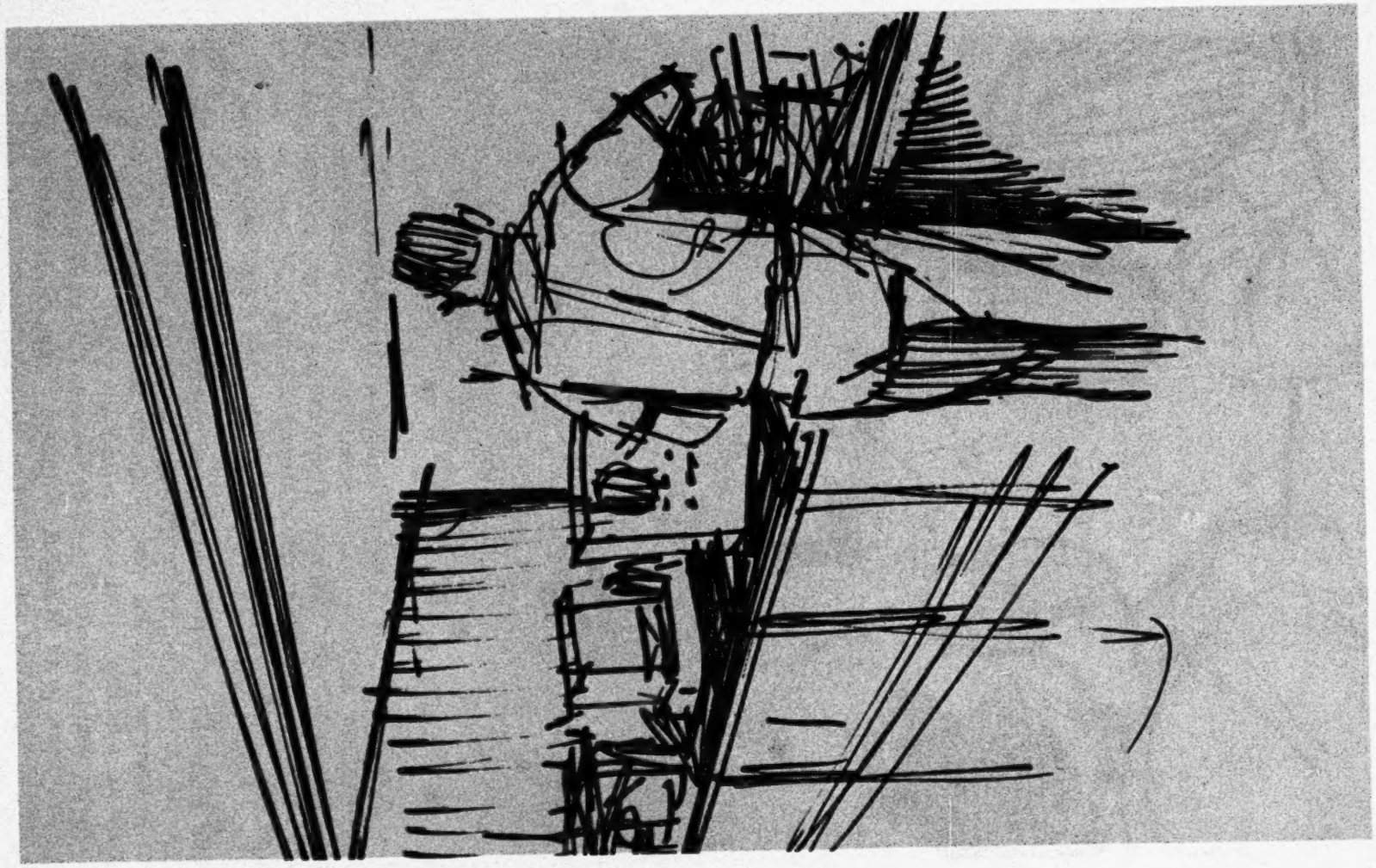
Each year as Congress increases its support for education, the student loan provisions are broadened. With the passage of the Higher Education Act of 1965, and in addition to existing legislation, industrial arts teachers and prospective teachers are now entitled to graduate and undergraduate followships, loans, and other grants.

Title V, Part C of P.L. 89-329 provides up to two years' support leading to the Master's degree. The program is planned to encourage college graduates to return to college to prepare for teaching in elementary or secondary education.

Experienced teachers may now apply for graduate fellowships under the Higher Education Act of 1965. The stipend of $4,000, plus allowance for dependents, will be awarded to experienced school personnel to extend their graduate study. Information on how to apply for the fellowships may be obtained from the Division of Personnel Training, U. S. Office of Education.

Under the National Defense Education Act and its extensions in 1961, 1963, and 1964, $852 million is available to assist institutions of higher education offer low-interest, long-term student loans. Students seeking loans under NDEA must be enrolled in, or accepted by a college, must maintain a good standing, and must be in need of the amount of funds being requested. Applications for NDEA student loans should be made to the institution and not to the U. S. Office of Education.

The individuals we have invited to serve you throughout this conference are the most knowledgeable people available to discuss the various topics on federal aid available to industrial arts. It is an honor to the American Industrial Arts Association to have the administrators of the federal acts explain the legislation to our people.



Relationship of National Education Association and the American Industrial Arts Association

LYLE W. ASHBY
Deputy Executive Secretary
National Education Association

We have working in this building now, for the NEA and the departments, about 1,100 persons. Since 1950, interestingly enough, the department staffs have quadrupled. The NEA staff has about doubled. This has meant requirement of more space and more space, and a fifth unit of the NEA Center is now to be built on Sixteenth Street. This is essential if we are going to house the NEA and its department units under a central roof. And I can assure you there are very, very great advantages in this arrangement.

We live in an age of vast and rapid social change, which we are all recognizing. Education must change in order to keep pace with the changes in society. Our educational associations must change if they are going to give real leadership to education in helping education to deal with the social problems of our day. On its part, the National Education Association has under way what is called the "NEA Development Project." This is a two-year study of the purposes, of the structure, and of the program of the National Education Association as a whole. We have great hopes that this effort will enable us to streamline, strengthen, and to make even more impressive the program of the National Education Association as a whole.

The first session of the present Congress was without question the "education Congress" of all time. It is of extreme importance that constructive results be obtained from this legislation, that these results be

apparent, so that Congress will be willing to act again in the future. There may be adjustments that will have to be made. We have to learn, no doubt, as we go along. The purpose of this conference, I assume, is to study this legislation, to help implement it, to see if there are adjustments that should be made.

I want to congratulate the American Industrial Arts Association for the tremendous progress it has been making. Your program is very much different than what it was a few years ago. Your membership has doubled. Your budget has quadrupled, or more, and while you can't measure the services of an association merely in terms of size and numbers of dollars, they are, I think, a great indication of a significant, lively and challenging program. And so I want to congratulate the AIAA for the leadership that it has taken in this very important field. The NEA offers its full services for your conference. You are going to hear from Stanley McFarland and from John Lumley and the people who really know the legislation inside and out. I'm sure they will be extremely helpful to you, and I'm sure also that you will be helpful to the folks who are here in Washington doing the day-to-day legislative work.

The Role of Professional Associations in Educational Legislation

STANLEY J. McFARLAND, JR.
Assistant Director, Federal Relations Division
National Education Association

To begin my remarks, I would like to share with you a true story in which I was involved with Dr. Dawson. As you know, he is a very verbal individual who expresses himself very well. One day, we went to Capitol Hill to talk with Congressman Hugh L. Carey of New York. It was Congressman Carey who carried industrial arts in the subcommittee and in the full committee when the industrial arts amendment was introduced to be included in the Higher Education Act of 1965.

We had to wait a few minutes, and when we got in Ken started to talk. Well, Congressman Carey interrupted, and, believe me, I have never seen such a look of astonishment on one individual's face as I saw on Ken's! Here a Congressman was giving Ken his own speech! It sounded as if someone had sent him a prepared script.

Congressman Carey went through the reasons why industrial arts should receive federal aid, the basic differences between industrial arts and vocational industrial education—the whole works—right down the line. This story points up the fact that when professional associations and individuals have worked with their Senators and Representatives, their efforts pay rich rewards.

Those who had contacted Congressman Carey did a terrific job! And by the time your Washington representative got around to talk with him, the Congressman knew all about industrial arts. This was one of the reasons why your association was so successful in amending the

NDEA. It is very important for the members of your association to take the time to meet, write, or contact your Congressmen in some way. Let them know that you are interested in them in the passage of legislation to benefit your specialty, as well as educational legislation in general.

I would like to congratulate you, the members of the American Industrial Arts Association, for doing such a fine job. On the other hand, I would like to commend you for the very fine leadership you have here in the NEA—Ken Dawson, Jack Simich, and other members of the staff. We have an opportunity as the NEA legislative arm to work with many people from the various departments. And I can say without hesitation that these two fellows did a fine legislative job.

Remember, your association didn't make a legislative effort until a little over a year and a half ago. In that time, you accomplished something that took other organizations four and five years to accomplish. The time, effort, tears that have gone into this not only by your people here but also yourselves at home certainly make this a very fine victory for you. As you know, the most difficult thing to do is get your foot in the door. Your foot in the door for industrial arts is part of NDEA —Title XI. We have every hope that the Congress will include industrial arts in Title III of the NDEA when it is reopened. At this time, there is a question whether or not NDEA will be considered during this session of Congress.

How does the NEA function, and how do we operate and cooperate with the various associations? We have policies that are determined by the NEA representative assembly which meets in convention each year. These policies determine the legislative activities of the association. We have a Legislative Commission whose members are appointed by the NEA Executive Committee. The Commission meets periodically to take a look at legislative proposals and to develop a legislative program. The NEA Legislative Commission is meeting at the end of this month to develop a legislative program for this session of Congress. Of major importance is the renewal of existing programs, for example, the Elementary and Secondary Education Act of 1965, with exception of Title IV, the Cooperative Research Title. This legislation was funded for one year only. The President's budget carries enough money to fund the Elementary and Secondary Education Act, assuming, of course, that the Congress wants it this way.

I observe on your agenda that your last item of business is to visit Capitol Hill. Go and, if possible, make appointments. Better see people in the morning if you can. Although the daily sessions normally open at noon, Congressmen can usually return to their offices for appointments. I am glad to report that industrial arts people are already in contact with the Congress at this new session.

If you know any members of the staff of the Senators or Representatives, or of the committees—these people are very important. Don't

forget them. They are the people who do the research, who do the legwork, and who make recommendations to the legislators.

Now, briefly, I'm going to talk about letterwriting. When you write to your Congressman, please don't send a form letter. When you are asked to get in touch with your Congressman, the suggested message in your own words should be sent to him over your signature. Form letters are thrown into a wastebasket. They don't carry any weight. So personalize your letters. Don't just request support for an amendment to Title III to NDEA for industrial arts, but also say why you personally feel that industrial arts should be a part of NDEA, Title III.

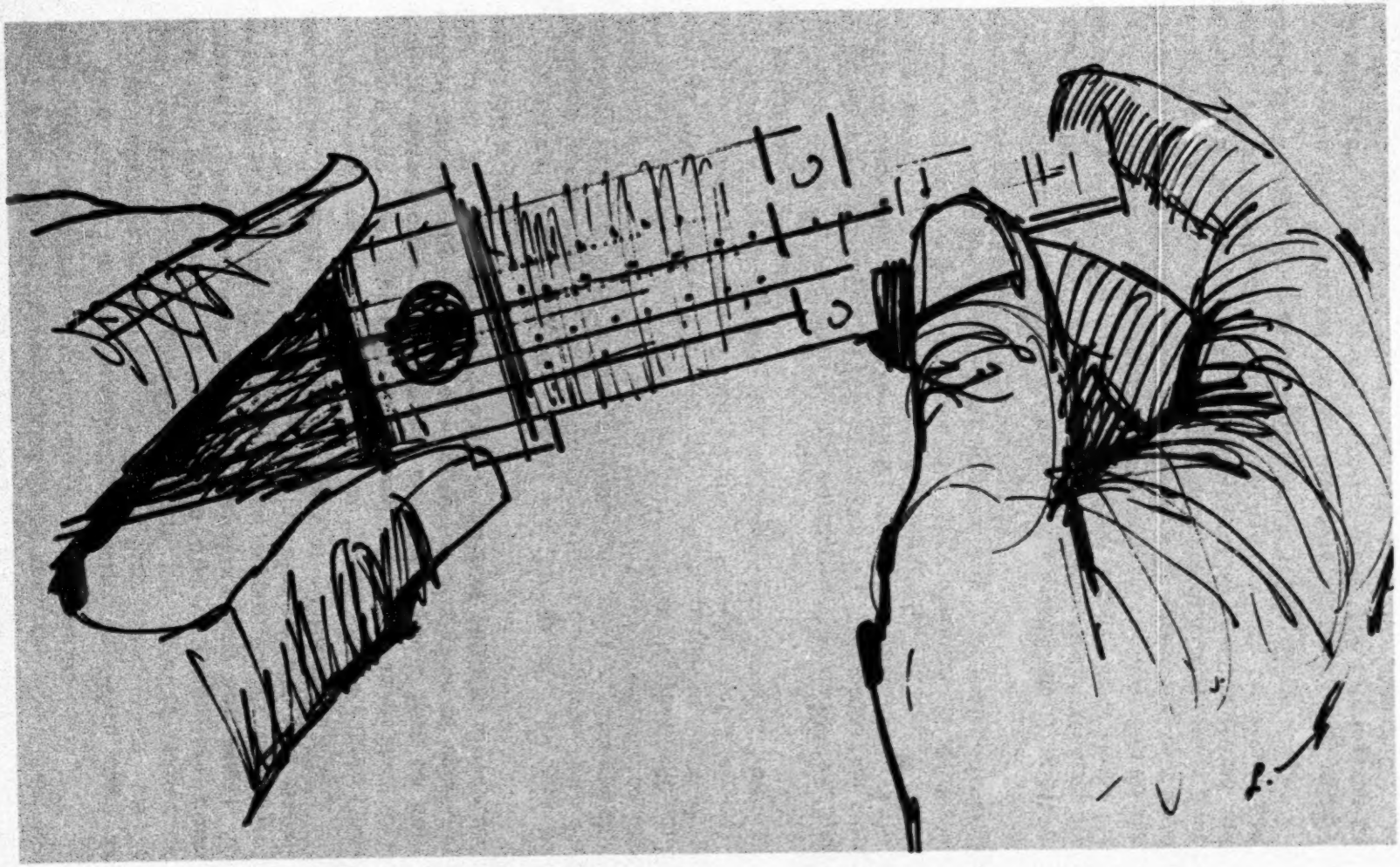
When you return to your homes, say "thank you" to those Congressmen who have supported educational legislation. Invite them to a meeting, have a dinner for them, and say "thank you". Men on both sides of the aisle support educational legislation. Any piece of legislation that passes the Congress must have bi-partisan support. So do not neglect either party.

A review of the legislative process may be helpful. Any piece of legislation introduced is automatically referred to a committee. Next the committee will refer it to the proper subcommittee. The subcommittee chairman and members then have to make a decision whether or not this is something that they want to consider; if they do, they will hold hearings. When hearings are held, all interested parties are invited to testify, or submit a statement. It's a problem to write good testimony. The testimony your association gave last session was "terrific," according to a member of Congress.

After testimony is concluded, the committee then decides whether or not to report the bill to the full committee. The full committee considers the legislation, and if the bill is reported, it goes to the Rules Committee for consideration. Anywhere along the line, in subcommittee or full committee, a piece of legislation can be amended. If the Rules Committee decides to report it, the legislation will be presented, debated and voted on by the House of Representatives.

The same thing, basically, happens on the Senate side. If a bill is passed, as PL 89-10 was, and both the House and Senate versions are one and the same, the bill is sent without delay to the White House for signature. Of course, the President can veto it, or not. Should the House and the Senate pass different versions, each appoints a conference committee. The conference meets, and recommends a compromise piece of legislation. At this point the legislation goes back to the House and Senate. If the conference report is accepted by both the House and Senate, the legislation is then dispatched to the White House.

In conclusion, I reiterate that industrial arts has moved very rapidly and with great success in gaining federal support. The future is up to you, the members of the American Industrial Arts Association.



The Elementary and Secondary Education Act of 1965—Title I

MICHAEL KIRST
Program Assistant to Director
Division of Program Operations
U. S. Office of Education

Of interest to you all is a specific delineation on how to go about preparing proposals for Title I, how to interpret the various regulations, and in general, the philosophy of project proposal.

At a meeting in Ohio about two months ago, a representative from the State Department said that a new breed of school administrator must be produced in the next few years and certainly in the next decade—a school administrator who knows all about preparing projects. New courses will have to come in, as he sees it, on project proposals and how to design them, specifically with the Federal Government in mind. Perhaps, as much as we talk about general aid, it may be a long way off, and until then we must learn how and go through this development of projects.

The guidelines on Title I are now available at the U. S. Office of Education. They have been edited and condensed, and are now, it is hoped, readable and clearly understandable. Public Law 8910, Title I, is rather complex legislation. People ask "why isn't it just as easy to do a proposal for Title I as it is for NDEA Title III Guidance or Equipment or something like that?" and the answer is that there are a lot of specific requirements in this legislation.

There is a Section 205 which outlines 8 or 9 requirements that must be fulfilled before a project can be approved by the State Department

of Education. It is from this that the rather lengthy application form springs, and the guidelines. So it might be mentioned at the outset, we are pleased with the progress under this Act as of the end of December. The states have obligated over $300 million, which is a surprising amount to us. New Mexico and several other states are finished. Texas will be finished within the next two weeks, having obligated all the funds available to that state.

Step One of designing a Title I project springs from the words of the Act. Money is available for special educational programs in attendance areas having high concentrations of low income families. That gets to the step one of locating the attendance areas for the project. The only way that we know how to do this is to survey the school district to determine which attendance areas have the highest concentrations of low income families. You can choose several indexes in ranking your attendance areas, and the following factors are ones we have suggested and, in turn, the states have used: Any data you can gather on income of families. Welfare aid data can be used. Housing data can be used in some cases. Free lunches, broken homes, health statistics, such as infant mortality, incidence of TB, etc.

Once this is done, the next step is to list all elementary and secondary school attendance areas in the district ranked in order of highest concentration of low income families. This must accompany each Title I proposal.

How is "high" defined? The legislation specifies high concentrations. At first "high" was defined as meaning more than the average. So, generally speaking, projects will take place in attendance areas having a higher concentration of low income families in the district than the whole. This may be the only way to insure that the projects do take place as the Congress says, in attendance areas having high concentrations of low income families.

Once you get beyond this economic determination in Step One of locating the attendance area, then you move on to Step Two, which is to determine the project emphasis, through finding the needs of the deprived pupils. At this point you put economics aside. Once you have found the project area, then the economic or low income factor is no longer in effect in designing a project. You are now looking for educational deprivation and the needs of these deprived pupils.

One of the major misconceptions we had at the outset is that it is not aid for the school system, but it is really assistance for the most pressing needs of the educationally deprived children in the area. And, as you know, what the school system needs may be different from what these particular children need. It is suggested that a sample of deprived children be identified, and an analysis be made of their educational needs to determine the type of educational program that is to be established.

Suggestions as to some of the needs of the deprived children that they are concentrating on are: Is achievement significantly below normal in basic educational skills? Are performance and production indicative of a low level of educational motivation? Are there behavioral deviations manifested in school conduct? Truancy? Withdrawal? Is there lack of equal educational opportunity due to such deficiencies, for example, as limited curricular offering?

Under this fourth one, industrial arts programs would be most likely to fit. Clearly under Title I almost any kind of program is eligible. However, once you have gone through these steps it must be, in the first year of the projects, the pressing needs of these children. If a district already had a very highpowered industrial arts program and was having no problem with this, then this probably would not be where the Title I money would be used. On the other hand, if a district did not have a proper program, or the children were being hindered from getting jobs and keeping them because of this, then industrial arts may well fit in.

Step Three is the development of the program. The application form is set up so that after you have gone through the step of identifying the two steps of finding the target area and finding the needs of the children, then the third step comes in of setting specific goals or objectives to be accomplished by the program. Wherever possible the objectives should be clear and specific, stated in such a way as to indicate what changes are expected as a result of the project. The main services, or activities, that are provided are then an outgrowth of your objectives, and they must be related to the specified needs identified in Step Two.

Projects may also include supplementary services to assist children in overcoming environmental conditions, such as psychological testing, counseling, parent education, health, clothing, eyeglasses. Another requirement written into the act was the procedure and techniques for evaluation that must be determined to indicate the extent to which the project is succeeding. The Act states that wherever appropriate, objective measures should be included. At least, an evaluation must include before-the-fact and after-the-fact data to tell whether the project has made any difference and, of course, evaluation is the thing that helps sharpen methods of educational processes.

The next step is what we call Step Four, selecting the children to be served by the project, and once you have identified the needs, it is not hard to find out which children have these needs. But here there is a problem of what we call concentration of funds. The money is allocated on an input of funds equal to half the average per pupil expenditure in the state. This averages out nationally to about $220. The problem here is that if you put twice as many children in the project as the money was allotted for, you are cutting down the per pupil investment to, for instance, $100, and the chances of showing significant results are therefore lessened.

Some states are using this guideline, and the material used as a basis for these remarks was prepared by the Connecticut State Department of Education. It says the number of children and youth to be served should be approximately the same as the number of children used to determine the entitlement to the local school district. This ensures that there is a sufficient concentration of funds. This is a state requirement in this case, not a federal. It should be clear that the funds are intended to be categorical assistance for children and youth who have learning disabilities, and that the money is concentrated to a sufficient extent that there is promise of an increase in educational attainment. This is a very difficult thing to judge, but the better projects we have seen earlier have focused saturation services upon the children. It is not just one program like remedial reading, or curriculum offering, but the most deprived children are supplied with a food program, with a counseling program, with a curriculum program also. In other words, it's a package of services, and it's intensive, and on a small group basis. It appears that the best results will come about from this type of package of services focusing upon the most deprived children.

A word about some of the other requirements from Section 205. We have touched on evaluation, the idea of concentration and saturation of services touches on the requirement that the projects must be of sufficient size, scope and quality to give substantial promise of increases in educational attainment.

The community action program requirement is simply that Title I projects must be formed in cooperation with the community action program. So the school superintendent, confronted with two funds, may combine them and use them in a reinforcing manner.

The early projects now in action, for example, the CAP pre-school project called Head-Start and the follow-through of the children in the first three grades, demonstrate the two funds to interact and reinforce each other. This does not mean they have a veto over the local Title I project—they do not. But on the other hand it must be formed in cooperation with CAP. The way that we have now evolved to find out about how well this is working is that each approved project, or each project proposal submitted to a State Department, will now have appended a letter from the CAP giving an opinion of it. On the other hand, any educational project supported by the Community Action Program will have a letter attached to it from the local Education Agency giving their opinion, which, in turn, goes to the Anti-Poverty Program office. So at this level there will be a state check-off arrangement whereby they will try and reach an agreement.

The Private School provisions are rather vague and, perhaps, purposely so, in order to permit guidelines to be formed and allow for maneuverability within these lines. To the extent consistent with the number of educationally deprived children in the project area who attend private school, these children must be brought into the program. Early

indications are that the most dominant type of arrangement being worked out is not dual enrollment but services provided to the children in the private schools. The regulations say that only services not normally provided by private schools can be provided to children on private school grounds. Therefore, a typical example of this is sending a public school remedial teacher to the private school on a part-time basis; perhaps a speech therapist or counselers. Private school aid is not available. That is, aid to private school children is not to be used for regular classroom assistance, but it must be for services not normally provided to the private school.

There have been industrial arts programs where private school pupils attended public schools for this specific instruction. This arrangement and the evolution of vocational training in this way is of great interest. Will the tendency be for private schools in the future to avail themselves of vocational-technical training in the public schools and drop these subjects from their curriculums?

The State Department of Education has the authority of approval. A copy of what is approved is sent to the U. S. Office of Education, which sets the criteria, the regulations and the guidelines, and monitors the approved project in order to ensure that it follows the intent and the strict regulations. There are many problems in Title I in connection with project development. Perhaps 90% of the school districts in the nation have Title I money, and many of these districts have not studied this project proposal idea. It is hoped that next year things will run more smoothly and administrators will be oriented in the requirements of the project design.

The Elementary and Secondary Education Act of 1965—Titles II and III

FRANK SIEVERS,
Chief, Guidance and Counseling Program Section, Division of Plans and Supplementary Centers
U. S. Office of Education

All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books," observed 19th century essayist Thomas Carlyle. Yet, access to this "magic preserve" of books is difficult, if not impossible, for the nearly one-third of our Nation's elementary and secondary school students whose schools have no libraries.

To enable more Americans to discover the wealth which lies in the written word, Congress has incorporated in Title II of ESEA the sum of 100 million dollars for fiscal 1966 to be allocated to the States for library resources, textbooks and a variety of other instructional materials.

It is well known that a student's academic achievement reflects the quality of his school library. Yet, forty-seven per cent of public and more than fifty per cent of nonpublic elementary school students have no school libraries. While secondary students fare somewhat better, their library facilities remain inadequate.

The problem is not indigenous to a particular size school system or geographic region. The need for books, the tools of our trade, is felt throughout the Nation.

It is a fact that the public schools in our larger cities provide fewer books per pupil than some smaller systems. Yet, in highly urbanized areas, there are pockets of poverty where parents cannot afford to buy textbooks. Where his home offers little or no exposure to reading materials, a youngster's need for schoolbooks is vital.

Besides money for library resources and textbooks, funds will be available for the purchase of additional instructional materials. Among these items, all expected to be usable for more than a single year, could be: books, periodicals, documents, pamphlets, photographs, reproductions, musical scores, maps, charts, globes, recordings, slides and films.

It is not only the public schools where library facilities and textbooks are inadequate. To provide equality of opportunity to all students, the Act will serve children and teachers in nonpublic schools, to an extent consistent with the law, by making Title II school library services available to them. State allotments will, in fact, be made on the basis of the number of public and *private* elementary and secondary school children with the State.

But the law is quite definite about the ownership of materials bought with Title II funds. They will be owned by the public agency sponsoring a given program. And all materials must be approved for use in our public schools.

In an effort to stimulate improved education, Title II encourages States to develop and evaluate standards relating to the selection and use of school library resources, textbooks and other printed and published instructional materials. At present, the American Association of School Libraries estimates that to be adequate a school of less than one thousand pupils should provide six to ten thousand books, and those with more than one thousand should have ten books per pupil.

It is hoped that an evaluation will lead States to new or revised levels of requirements and cause the assessment of present resources in school districts and individual schools. Criteria for evaluation would include: minimum number of books and periodicals for a basic collection, number of books per pupil, annual per pupil expenditure, recency of information, quality of content, pertinency to the instructional program, and appropriateness for particular educational levels. The Act also advocates the evaluation and raising of standards for textbooks.

Though present library standards, in most cases, are unattained, Title II is a step toward meeting them, raising them to a higher level and achieving that higher level.

The Title II five-year school library program is an outright grant of Federal funds. The money will not be on loan, and there are no requirements for matching funds. Here is the chance for local school districts with substandard library resources to obtain money. And with that money, to move toward correcting the inadequacy of teaching materials which now exists.

Of particular interest to educators and the public is ESEA Title III. The wide latitude of Federal provisions for supplementary educational centers and services promises exciting days ahead.

Carefully phrased by the 89th Congress, Title III is said to include no limits but those imposed by the imagination. Appropriately, the resulting program has been dubbed PACE, Projects to Advance Creativ-

ity in Education. What could be more stimulating and rewarding than to adventure into educational creativeness!

With appropriated funds of 75 million dollars for fiscal 1966, PACE incorporates three equally important aims:

First, to help make available supplementary services often denied to disadvantaged students because of financial problems. Such services might include: specialized science, language and music instruction; guidance and counseling; adult education or dual enrollment programs.

Second, through a cooperative school-community effort, to make local cultural resources such as museums, theaters and art galleries accessible to all.

And third, to stimulate the development of exemplary programs which would bridge the gap between education research and innovation and practical innovative school programs. Too often, educational innovation is not translated into classroom practice. These model demonstration programs would serve as catalytic agents. From these PACE setters, educators could observe, evaluate and adapt innovative techniques to their own communities' needs and resources.

Possible community resources would be the State education agency, colleges and universities, nonprofit private schools, public and nonprofit agencies such as libraries, museums, musical and artistic organizations, educational radio and TV stations, private foundations, community youth organizations, technical institutes, private industry, professional associations and community action agencies.

Heretofore, model programs could only be developed in communities with unusually abundant funds and a strong sense of the importance of quality education.

The uneven distribution and inconsistent quality of educational, scientific and cultural resources has prohibited equality of opportunity. Now, with emphasis on reaching the impoverished and undereducated, ESEA will enable school districts with lesser financial capabilities to develop programs for improved education.

Title III, in a word, is innovation. PACE anticipates that with the help of Federal funds, education centers will be established throughout the country to make readily available the greatest possible number of learning experiences to all—public and nonpublic student, pre-schooler and adult.

In most cases, use could be made of community facilities already in existence. Centers might be established in science and art museums, theaters, music academies, opera houses, community centers, public schools or other cultural institutions.

An educational materials center might be set up to provide films, slides, maps, graphics, books and demonstration equipment.

These are all stationary facilities. But protean PACE also offers a place for mobile education. Supplementary services on wheels could bring new learning experiences to more rural areas. Such services might

include: traveling libraries, mobile vocational guidance units, mobile science and language laboratories, mobile educational TV units and visiting teachers.

Truly, PACE is an invitation to every local community and school district in America—an invitation to bring creative education to its citizens.

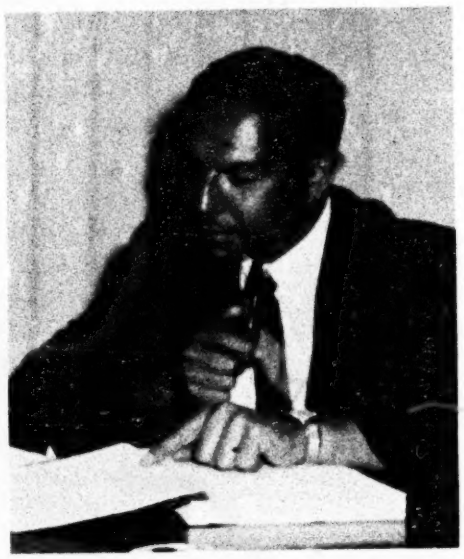
No longer can the layman sit on the sidelines and play Monday-morning quarterback to the shortcomings of his school system. Title III challenges him to get off the bench and to help improve that system. The time for community initiative is here.

Because any project which meets local needs will be considered, the most crucial function of project planners is the determination of these needs. What are the unattained goals within the community? What programs can bring about the realization of these objectives?

Local educators need no longer depend exclusively on our universities for leadership in innovative education. Here is an opportunity for a community to develop its own exemplary program. Of course, the readiness of that community to accept innovative and imaginative programs and the availability of educational and cultural resources will determine the success of a Title III project.

We look forward to the school and community brought closer together in a united effort for better education. As educators, we shall reap many returns from this alliance. But, most importantly, the real beneficiaries will be the children in our schools.

The Elementary and Secondary Education Act of 1965—Title IV



JOSEPH MARGOLIN
Officer in Charge
Laboratory Branch, USOE

I find myself reporting for several people in the Bureau and in the Division of Laboratories and Research Development. Title IV and much of the research development activity as well as the laboratory activity are fundamentally under the direction of Dr. Francis Ianni. Catherine Bloom is the director of the Arts and Humanities Branch, which is rapidly being disengaged from this particular division and is being attached to the Office of the Associate Commissioner for Research.

The two laboratory branches include the Program Branch that relates to the development of the professional and scientific activity, the content and the programs of the laboratories, and the Laboratory Operations Branch which deals with the legal operation of the laboratories, their fiscal affairs, as well as the general questions of buildings and facilities, and contracts etc. In the Division of Research Training and Dissemination, the research training program of Title IV is administered by Lee Burchinal.

There is one very basic change in the entire table of organization. The new Associate Commissioner for Research has come aboard. He is Dr. Louis Bright, formerly the Director of the Research Program at Westinghouse in Pittsburgh. This should signify another period of growth for research in education.

Under Title IV of the Elementary and Secondary Act, we have at least one of the 3 or 4 dreams that a lot of us have been dreaming in

the education field for some years now. We had begun to get the feeling that research and even research and development were too slow; they were operating on a kind of "trickle-down" basis. Somebody who was working with rats at Stanford or Harvard or North Carolina might publish a paper having to do with learning, or with some skill development, or any list of basic research. It would get printed in the *Journal of Experimental Psychology* or some other journal, and be picked up by the five percent of the scientists and professionals who read the Journals, and then they would think "well, now, this is an interesting possibility for curriculum development", and would produce some new curriculum material on the basis of this research.

This might take a year between each step, the time of research, the publication of it, the man's getting around to reading it because most of us are a year or so behind in our reading. The field testing of such curriculum might take another two or three years and it would take any amount of time, up to 7 or 8 or 10 years before this kind of innovation really reached some sort of national proportions. This is just one of the problems of the slowness and the poverty of our use of research.

We had the idea that if it were possible to bring together an organization of critical size with good enough communications that could tie the basic researcher with the applied researcher, with the development people, with the dissemination people, with the teacher training people, and with the whole range of school activities from the state departments of education all the way through to the local principal and teacher, that something might happen. It might be possible not only to get research to move somewhat more rapidly toward its use but also we would likely get a better and much more accurate picture of what kinds of things are needed in the field. We would get some more rapid input, or correction, if the person who was working with curriculum at the county level had a medium whereby he could transmit his dissatisfactions, or satisfactions, back up this line to the people who were engaged in the development of work.

Hopefully these complaints, these new ideas, the problems that are faced in the field would reach even the basic researcher; he might be influenced to engage in some kinds of research that were based on the closure that took place not only in his mind, but also were derived from the experience of others who were facing youngsters every day and engaged in elementary, or secondary, or higher education programs. By bringing these people together and establishing these channels, some real improvement in the quality and the character of education could take place. This is, of course an oversimplification. We are really seeking a systems approach to the educational research and development process.

The laboratories, under Title IV, are multi-institutional organizations, or will be when they are finally funded. They will encompass a wide range of agencies and school systems covering several states. They

will be concerned with a multitude of problems, and will include a large number of different kinds of people. They will latch on to problems having high priority for the particular regions of the country in which they operate.

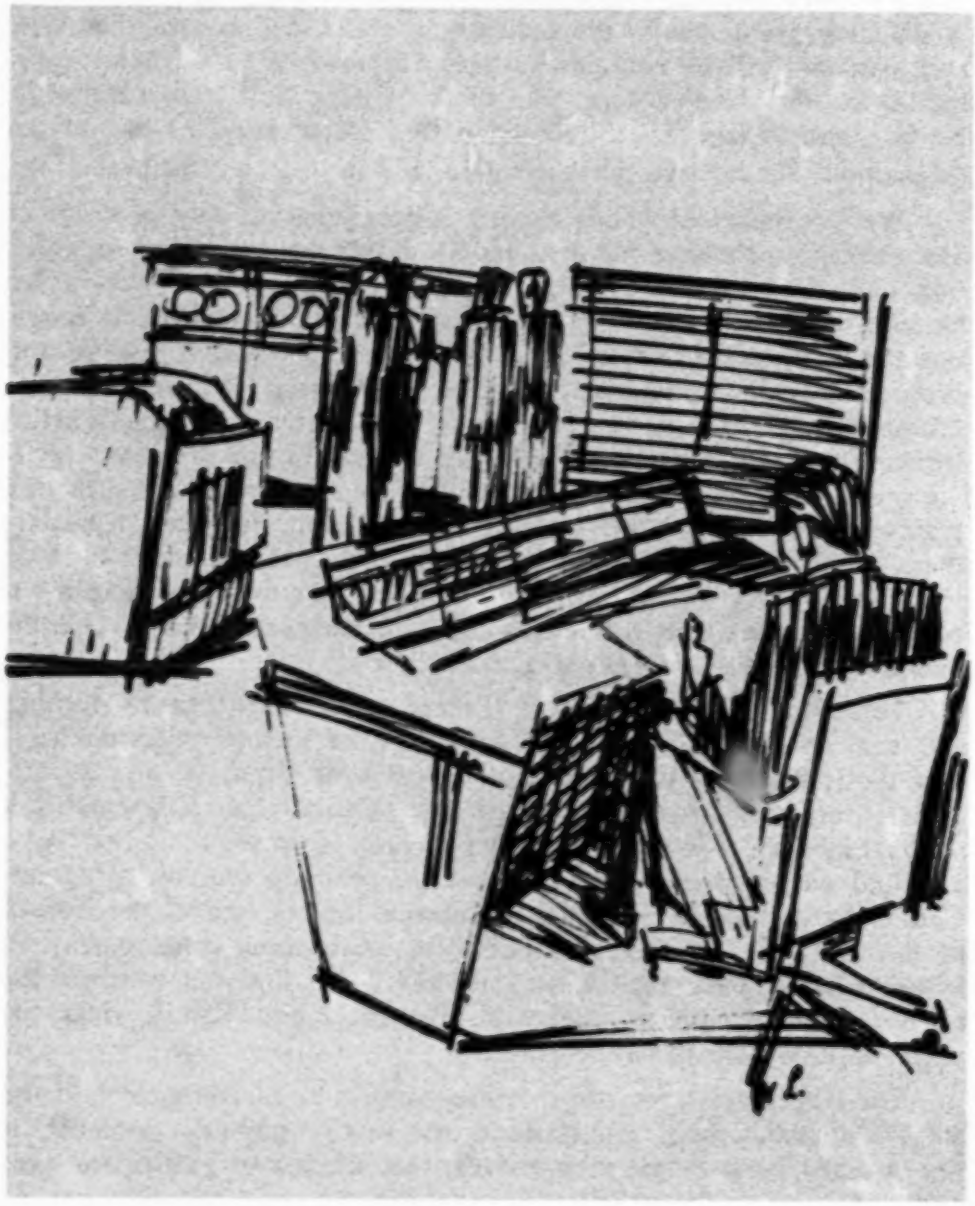
Appalachia would have one kind of problem; New York and Chicago, as urban areas, would have different kinds of problems. They will differ in the sense that they will be dealing with different things, and yet similar because they will bring together widely divergent people and skills in pursuit of the changes and the goals that we would like to see. It is a system that would enable an idea developed in June to go into a teacher training program on a pilot basis the following September. A planning group makes the necessary contacts, and assures that ideas and materials will be available in useable form. Regions such as Appalachia, or the Southeastern part of the United States, or California, Nevada and Arizona are considered for a laboratory, or one of our megalopoli. The laboratory is the region, and the region is the laboratory.

We face many problems in such a program—not only professional and scientific problems but also understanding the concept of organization and financing of so large a body. However, we do have a fair amount of support from the Congress. The laboratory idea has caught on, and there are now some 70-odd documents—of which 35 are sizeable prospectuses—describing such projected laboratories. We hope to have adequate funds for this year and next year, Vietnam willing. Whether we can meet the challenge remains to be seen. From what we see of the prospectuses, it seems likely we will be able to commence such programs in a good number of regions. These laboratories aim to produce innovation in those parts and aspects of education that need it. They may, at the very outset, appear to be composed of those elements of education that are related to elementary education, secondary education, and perhaps, even early childhood education.

To be heard, one must speak. If there are needs, if there are feelings and ideas about changes that are required in the area of industrial arts, then the industrial arts people must act. If your industrial arts department is not directly involved in an organization that is developing a regional laboratory in your part of the country, then see to it that it is, and find out what is being done that has meaning for your program. Contact local, state or municipal educational leaders, and/or the Bureau of Research, U. S. Office of Education. Ask about developments in laboratories in your region, or nationally, and find out who are the knowledgeable persons to deal with. This is the best way in which the neglected departments will benefit.

The laboratories, we hope, will breathe a bit of fresh air into the areas of dissemination, into training, into new program development; it would really be a shame if some areas that needed to participate were excluded.

Some very fundamental things are happening in such areas as elementary education—things which begin to point the youngster even at that tender age toward the kinds of developments that would be meaningful in the secondary school and in various kinds of higher education. Taking a close look at those basic elementary education changes would be an exceedingly valuable task for industrial arts. It may not mean moving all the way back to the first, second and third grades to introduce the skills directly, but this is not too early to begin to offer relevant concepts.



Educational Research Opportunities Through the U. S. Office of Education

RICHARD A. DERSHIMER
Executive Officer
American Educational Research Association

Because of two developments last year, the Bureau of Research and research programs in the U. S. Office of Education are entirely different than they were previously. These developments were reorganization with all its implications, and, of course, the Elementary and Secondary Education Act, which broadened the authority given the Office of Education. To put these two developments in proper context, let's go back historically, and trace the research program of the U. S. Office.

The first authority given by Congress was the Cooperative Research Act in 1954. Funds were not appropriated, as I recall, until fiscal year 1966. One million dollars was appropriated then. Running simultaneously was the appropriation under NDEA, Title VII, for research in media. The $5 million appropriated for the media program dwarfed at that time the $1 million cooperative program.

Last year at this time, you had the cooperative program, the largest, operating under about $15 million, you had Title VII still operating with $5 million; you had the completely separate language development program; you had the handicapped children program; and in 1963 you had the Vocational Education Act.

You still have the authorities for the funds, but you can no longer identify these specific programs unless you know the people involved and can recognize how they're operating. Rather than submit proposals

as you did a year ago under any one of these five programs, you now submit your proposal to the Associate Commissioner for Research. In accordance with the internal review procedure, the proposal will be referred to the appropriate branch or the department. Sometimes programs which may have implications for industrial arts are submitted to other sources if the Internal Review Committee thinks this is most appropriate.

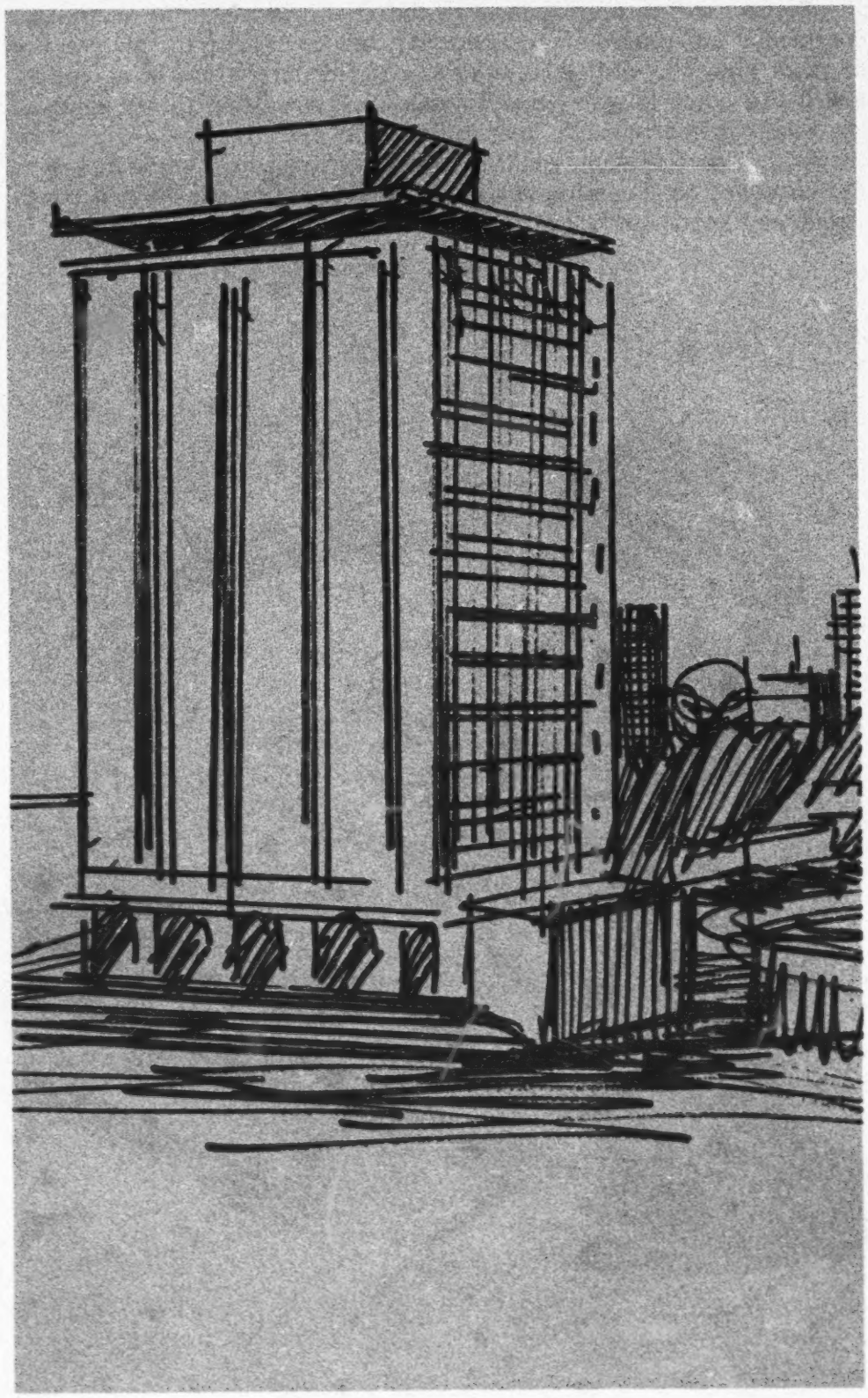
Now, as substitute for the program base, there are five divisions of the Bureau of Research. These are the Division of Elementary and Secondary Education, Division of Higher Education, Division of Vocational and Adult Education, Division of Laboratories and Research and Development, and Division of Research Training and Dissemination. It's quite obvious that the first three divisions parallel the other major bureaus of the department. For a while, it was doubtful whether the Research Division would be split up in the other bureaus, or there would be a separate division for research. The final decision was to go ahead with a separate research division.

Two divisions—Laboratories and Research and Development and Research Training and Dissemination—were really carved out of some of the old programs, too, but they have been distinctly research programs. The Bureau is now headed by Richard L. Bright, formerly a director of a division of the Westinghouse Corporation in Pittsburgh, appointed as of February 1st. The deputy, Frances Yarney, had been director of the cooperative research program for several years, and has come up through that program.

Dick Suchman is the head of the Division of Elementary and Secondary Education, and, in addition, the Division of Higher Education is temporarily under his jurisdiction. The Division of Adult and Vocational Education head is Don Bushnell, who was the original appointee under the old provisions. And Burchinall directs the Division of Research Training and Dissemination. Fritz Yarney is temporary director of the Division of Laboratories and Research.

The U. S. Office of Education is now taking more authority unto itself in the blending of funds. Heretofore, it relied almost exclusively on the recommendations and advice of outside panelists. This is no longer the case. Reflecting the previous Commissioner's belief that research, like all the other programs, had to serve some broader purposes the research program now has some clearly established priorities. These priorities were developed with the advice of the outside staff, but ultimate decisions were made by the Commissioner and his staff as to what these priorities would be. The priorities insist that the research should be conducted as close as possible to the classroom and as near as possible to channels that can get it into the classroom rapidly. Emphasis is placed clearly on the application of applied research over basic, with a large percentage of available funds being given to "development and dissemination activities."

Second major development in the U. S. Office is the interest in contracting and programming research, while continuing the old practice of small grants to projects. Agencies and institutions are being sought which can come in with large programs, and can begin to work across the board in the research, the application of research, the engineering, the product development, and curriculum development so these programs can be moved quickly into the schools, and new ideas can be generated, tested, and applied as fast as possible.



The Elementary and Secondary Education Act of 1965—Title V

ROBERT L. HOPPER
Director, Division of State Agency Cooperation, U.S. Office of Education

TITLE V of the Elementary and Secondary Education Act of 1965 is designed to strengthen the State departments of education, with provisions for grants to State departments of education only. No proposals will be prepared by local districts. Those of you who work in State departments of education probably have been involved during the past several months in developing proposals, since some 49 of the 55 jurisdictions have had applications approved to operate under the provisions of Title V. This means that as each State has gone about preparing its application, it has undertaken a self-study to determine the ways, or measures, that might be undertaken to strengthen the capacity of the State educational agency.

The Office of Education has developed materials to assist States in their self-evaluations, whereby each of 90 functions is reviewed, including industrial arts as one area of State leadership. Each State agency identifies its personnel to determine the professional capacities and reviews the deployment of existing funds from both State and Federal sources, resulting in a basic self-study of the State agency as of last June 30, prior to the Title V appropriation. Then the State education agency develops its plan, and identifies areas of highest priority in order to provide a strengthened State leadership capacity.

For those in institutions of higher learning, or local school systems, the question should be raised in your State about the provisions that have been made to date in the area of industrial arts, and the extent to which staff members and additional resources are made available under the funding of Title V of P.L. 89-10. Approximately half the States to

date have deployed funds to strengthen their leadership capacity in industrial arts.

Some $17 million was appropriated for the first year of operation of Title V. Eighty-five percent of these funds were deployed on a simple little formula, with four outlying areas (Puerto Rico, Virgin Islands, Guam, and American Samoa) receiving 2 percent of the 85 percent. Then, $100,000 was apportioned to each State, with the District of Columbia also defined as a State for these purposes, and the remaining funds of the 85 percent were apportioned among the States on a public school enrollment basis.

Starting with the State having smallest enrollment, Alaska, with an entitlement of some $107,000, allocations ranged all the way up to California with over $1 million. In one State, the amount of funds provided through Title V equals slightly more than 70 percent of the State agency's former budget. However, in other States that had been fairly adequately financed by State funds, the increase amounted to about 10 percent. So there is a range of increase from 10 to 70 percent, determined primarily by the extent to which State legislatures have supported their State departments in prior years.

Starting then with the 85 percent, some 49 States to date have submitted approved programs to the Office of Education. There are 55 jurisdictions, including four outlying areas, and the District of Columbia. Some six jurisdictions have not submitted applications to date. This begins to get a bit binding, since under the provisions of Title V, there will be reallocation of funds as of the date set by the Commissioner. The Commissioner has indicated February 1 as the first reallocation date. It is anticipated that these six States will find ways to complete their materials prior to reapportionment.

As of January 21, we had committed in the neighborhood of $11 million of the $14 million. Summarizing what the agencies are doing, one area being supported most consistently throughout the States is the development of a unit within the State department of education to study the educational needs of the State, to plan long-term improvement programs, and to evaluate such programs and coordinate research which would lead to even stronger programs in the future. This summary is based on the first 42 States, but the percentages have not varied substantially since we started with the first five States. Some 26 percent of the funds have gone into this single-function area. Obviously most State departments of education did not have the capacity for Statewide long-term planning, or research coordination in education. About 30 percent of appropriations have been allotted for this purpose.

The second major area is improving consultant capacities for local school systems—that is, State consultants in all subject fields as well as in elementary education. Some 21.6 percent of the funds are being used for the procurement of additional consultants, amounting to 179 new professional people in these 42 State agencies.

In the third largest area—general administration—most State departments of education have not had an office to coordinate Federal-State relations; that is, one unit in the State to make certain that Federal programs are coordinated; and to which local school systems and institutions of higher learning could turn for information concerning all Federal programs, and the provisions of these programs. Some 14.4 percent of the funds thus far have been allotted to this general functional area, with some 84, or 13.8 percent, of the total positions. Significant is the fact that approximately half of the funds are being deployed to improve planning capacity and improve service to local school systems.

To point out a few others: For approved programs of school accreditation, certification, and improvement of teacher education, 8.5 percent of the funds have been budgeted. Another fairly sizeable proportion of funds will be used for statistics and data processing services. Here Title V supports and is complementary to the Title V program of the National Defense Education Act. In the development of State and local education agency staff capacities, it is significant that about half a million dollars has already been earmarked for inservice development of State agency staff members. This area includes sabbatical leaves for State department of education staff members, consultant programs, and seminars; development of programs whereby tuition is paid for any professional staff member taking additional graduate study; and a variety of related activities.

Almost six percent of the funds have been allotted for technical services of local educational agencies such as school plant construction, transportation, school lunch programs—areas which support the educational program.

It is anticipated that all States will soon submit their applications requesting funds for their full entitlements. The States are eager to find such resources as are available to strengthen their educational systems. State boards of education and State departments of education are well aware of the crucial role the State departments must play in the future. The time has passed when local school systems can be allowed to be either good or poor. The time has come when each child must be assured of reasonable educational opportunities, and this is the State's responsibility. It is the State's responsibility since we have 50 State systems of education which constitute the national educational system.

Is it then the State's responsibility to develop all kinds of programs which are, in part, funded by the Federal Government? We are seeing here a new kind of partnership. This is not a Federal program *per se*; it is a Federal funding program, where Federal funds are deployed to the States to assure the presence of leadership capacity. To qualify for these funds, States must do their own study, and must set their own priorities. Whenever their proposed programs were within the intent of the Act, the Office of Education has approved the applications.

What about the remaining 15 percent of the appropriation for Title V grants to States? These funds were earmarked for special projects encouraging two or more State education agencies to cooperate on programs dealing with educational problems common to a number of States. For this fiscal year, $2.5 million has been allocated, and grants have been awarded for nine programs involving 45 States in these interstate projects. Several other grants are now in process.

We encourage these projects. We say that it is not enough for one State to discover and plan a fine way of working with local districts, or develop fine curricula patterns, for example. We say that States must work together further to enhance leadership capacity among all States. As a matter of fact, one criterion stated in the regulations requires that these must be multi-state projects.

To summarize these programs in brief:

1. Wisconsin has a special project focusing on public information. The project seeks to determine how to identify the needs of young people and their education on a State-wide basis; how to identify goals and then interpret them for school personnel, parents, and the public, and how to progress toward meeting the established goals.

2. Colorado is an administering State for a project focusing upon long-term planning. Here the Rocky Mountain States have joined together to plan how we can predict, for a period of at least ten years, the numbers to be served by the educational system, the changes in society, the economic base, military establishments, and related matters. This is a very interesting kind of project and one for which no single State, particularly in the Rocky Mountain area, could afford to provide the resources available under Title V.

3. Iowa is an administering State, seeking to strengthen the State education agency capacity in the field of data processing to avail itself of the modern technological advantages in this area. Most of the midwestern States are joining in this project.

4. One project is based in Georgia, with other States cooperating. Here they are seeking to focus on how a State agency may really make a difference in terms of what happens in the classroom. Since we have 50 State systems, the kinds of State departments of education, and the kinds of staffs in these State departments should make a difference.

5. New York State is seeking to develop new patterns for reciprocity among States in issuing teaching certificates.

6. Rhode Island, working with other New England States, seeks to identify more effective ways of evaluating pupil progress. This will have particular relevance to Title I of the Elementary and Secondary Education Act.

7. Illinois, in the first of probably ten such projects that will be financed this year, will hold a three-day workshop focusing upon the role of pilot centers, and laboratory units to enhance educational change. The program has been operating there since 1963, where nearly

$3 million has been spent from State funds to establish centers for the gifted. One of the objectives is to determine how other States can learn from the experience of Illinois, and the ways we can utilize this type of approach to promote desirable change in local schools.

About eight or nine other States have similar types of programs, which could result in workshops for the benefit of educational leaders in other States. For example, Georgia is well known for its educational television systems. Several States have legislative commissions studying their proposed television systems. These States will provide a three-day program whereby personnel from other State agencies can observe how Georgia has evolved its system, and assess firsthand what is involved in probably the most advanced educational television system in the country. Each State will seek to focus on an advanced element of development within the State agency.

8. Maryland is the host State for teacher education projects. It is recognized that most State departments of education have the responsibility for teacher education, but seldom has this responsibility been translated into very meaningful roles. As a result, several States are beginning to analyze the role of the State department of education in coordinating teacher education programs. This will have a particular impact on student-teacher and similar preparation programs.

9. With Texas as coordinator, several States have begun to identify problems in the field of international development, and each of the cooperating States will be adding a coordinator of international activities. This project presents an opportunity to ascertain the variety of opportunities presented by the schools. Next summer we will have over 5,000 Peace Corps returnees. To what extent can we absorb, say, up to half of these in our public schools? We have dependent schools around the world that are recruiting from all States. How do State education agencies relate to this effort? We have the State department programs, the U.S. Agency for International Development programs, school-to-school programs, teacher exchange programs—the whole spectrum of activities. Is it possible that through State departments of education we can find a new kind of tool to bring to local schools many opportunities which have been far removed when operating from Washington? This project seeks to answer these and related questions on international education development.

In summary, this is where the remaining 15 percent is being used: Trying to identify broad areas where States can join together and try to find new kinds of solutions. Intellectualizing the kinds of activities being conducted today, State educational personnel can gain new ideas for the improvement of local schools through enhanced leadership capacity within the States.

There are other kinds of activities which are occurring, such as in the Research Bureau in the Office of Education, where the Research Training Division is planning to offer up to six regional institutes for

research personnel in State agencies. They are financed by Title V funds for 281 positions thus far. We know that there has not been very much depth training for people going into research coordination, planning, evaluation. Here is an opportunity for researchers to come together for three-week periods to understand better how they can perform their functions.

In the Training Division, Bureau of Elementary and Secondary Education, under the provisions of the new Title II, National Defense Education Act, there is a pilot State consultant workshop scheduled for next summer, the first of its kind, for foreign language consultants of State departments of education. Assuming some success in this kind of endeavor, we would anticipate that the institutions of higher education would provide a variety of these in the future in various subject matter areas, including industrial arts. This program is designed to make sure that every State has at its fingertips the most advanced materials, the best knowledge of what's happening throughout the country, the techniques, and the best subject matter. During the last part of the year, there were some 17 States participating in the Indiana University Workshop for modern foreign language consultants.

We have an interchange provision, Section 507, whereby arrangements may be made for State agency personnel to come to the United States Office of Education for periods of two years. Furthermore, Office of Education personnel may be assigned to State agencies—that is, either State departments of education, or State institutions—for periods up to two years. Thus far, we've negotiated about six of these arrangements. Illinois, Maryland and Massachusetts are some of the States participating in this kind of venture.

The U.S. Office of Education also has a National Advisory Council on State Departments of Education. This Council, unlike other Office of Education advisory councils, does not approve any grants, but rather reviews the administration of Title V. It also reviews, under the provisions of Congress, all other federally-funded programs which are administered by State departments of education, where a whole new series of relationships prevail: school lunch programs, the new programs in the Department of Housing and Urban Development, vocational rehabilitation; Titles III, V, VIII, X of NDEA; special education programs for vocational education, and several others.

Currently the Office of Education is seeking to bring all of these Federal programs involving the State departments of education into harmony, and present a unified frame of focus to make certain that the full impact of Federal funding is made clear. It would appear that by the end of this year, State departments of education will be supported from the Federal Government by around $50 million from all Federal funding acts.

Explanation of Industrial Arts Institutes Under Title XI, National Defense Education Act

DONALD N. BIGELOW
Acting Director, Division of Educational Personnel Training
U. S. Office of Education

NDEA Institutes in Industrial Arts are at last a reality—no longer a dream. They are one of three new Title XI institute programs Congress authorized last fall by amendment in the Higher Education Act of 1965 President Johnson signed into law on November 8.

For a time, it seemed that we had been given a new authorization for which there were no appropriations since supplementary appropriations for the 1966 fiscal year did not include funds for industrial arts, or economics, or civics. We could only plan for the coming year—the summer of 1967 and the 1967-68 academic year. That was the picture when Congress adjourned last fall.

In mid-November, professionals from the industrial arts were invited to meet at a conference in the Office of Education to write guidelines for future programs. The two-day meeting resulted in a document which is substantially the bible for NDEA institutes for advanced study in industrial arts, a copy of which is appended.

We announced at that time that on an ad hoc basis sufficient funds might be made available through reprograming to support pilot institutes in industrial arts, civics, and economics. We contemplated supporting a total of about forty institutes—at least thirteen in each of the three new areas.

As of one week ago—three months later—we were officially granted the authority to allocate funds, unfortunately too late to launch the

programs we had envisaged in November. With time running out, we decided to make every effort to establish a small number of pilot institutes this summer in each of the three new subject areas. We thought we would support about five NDEA Institutes for Advanced Study in each—a total of 15 more to the 536 already announced.

Here is how we plan to meet an almost impossible deadline.

Consultants will meet with us in New York later this week to decide which institutions from among the list left by the consultants who wrote the guidelines for industrial arts should be invited to send in the last-minute proposals for summer institutes in 1966. About twice as many will be invited as will be supported.

To save time, discussions with institutions will be initiated by telephone, beginning about February 1. Because of the emergency timetable, proposals must be mailed by February 9, evaluated on February 14 by a small group of consultants, and announced no later than February 21. Hopefully, the timetable should allow time for the approved institutes to prepare necessary publicity, to recruit and to select applicants.

Though necessarily, we must rely upon each director to achieve maximum publicity for his own institute, we will provide him with additional national publicity. We will prepare a flyer to be mailed to the some 112,000 public and private elementary and secondary schools in the United States.

Our target deadline for mailing the flyer is February 28. Frankly, this is an optimistic projection. But with luck, it should be posted on school bulletin boards by the middle of March at the latest.

This flyer will serve as a supplement to the brochure outlining the 536 institutes which were announced in November. That publication, which will be available mid-February, will be distributed along with a bulletin board poster urging teachers: "See Your Principal For a List of NDEA Institutes."

The guidelines for industrial arts written last fall have been incorporated in the new Title XI Institutes Manual now at the printer and scheduled for delivery about March 15.

The paperwork problem will be somewhat simplified by the recent design of a new application form that, happily, includes industrial arts, civics, and economics, as well as the nine program areas which were announced earlier.

Quite obviously, in this emergency situation, we could not expect the deadline dates earlier established for other title XI NDEA institutes to apply to this crash program.

For industrial arts, as well as for civics and economics, applicants will have until April 14 to apply to the institute in which they are interested, *not* to the Office of Education. Notices to participants and alternates must be mailed by April 28, and acceptances must be post-

marked by May 5. The deadline for filling all places will be May 12.

Certainly this first summer did not provide opportunity for the usual competition under which Title XI is operated. (Last year we received 1,500 proposals.) But we will have five programs off the ground a year earlier than had been expected.

And what is learned this summer will help us to plan for an expanded program of NDEA Institutes in industrial arts for the summer of 1967. The deadline for proposals from colleges and universities for next year's program is May 2, 1966.

GUIDELINES FOR PREPARING A PROPOSAL: NDEA INSTITUTES FOR TEACHERS OF INDUSTRIAL ARTS

These guidelines are meant to help in the preparation of effective proposals without inhibiting creative planning. They should be used in conjunction with the attached *Manual for the Preparation of Proposals, Summer 1966 and Academic Year 1966-67.* The guidelines for industrial arts are included in the revision of the manual for summer 1967 and academic year 1967-68 now being printed.

INDUSTRIAL ARTS

A Working Definition of the Field

For institute purposes, industrial arts may be defined as general education which deals with the principles and concepts of industry and technology including the organization, materials, occupations, processes, products, and related problems of industry.

Purpose and Scope of the Institutes

The objective of these institutes is to strengthen and to bring up to date the competency of teachers and supervisors in the professional and related subject-matter areas of industrial arts.

The range of the institutes should be broad, in keeping with the working definition of industrial arts given above. Content courses to strengthen participants' understanding of the field would include subjects in industrial arts as well as related disciplines such as economics, anthropology, history, and design.

Laboratory activities and experience should be encouraged in order to enable participants to gain the necessary insights into teaching procedures and techniques and so bridge the gap between theory and practice. These may take the form of actual experience with school children, or activities in which participants utilize group interaction techniques.

An institute may include organized field trips to enable participants to become acquainted with various industrial organizations or agencies related to the program of the institute.

Institutional Eligibility

To be eligible to conduct an industrial arts institute, a school must be a degree-granting institution of higher education offering a 4-year course of study in industrial arts and must have a nationally or regionally accredited program of teacher education in the industrial arts. The institute must be under the direct supervision and administration of the appropriate industrial arts director or his representative in the institution of higher education.

State departments of education with State supervisors of industrial arts who are certificated teachers in this field may stimulate the proposal of an institute by a college or university that has an accredited teacher education program in the industrial arts.

Participant Workload

In general, participants in full-time institutes should spend at least 3 hours a day in the formal activities of the institute program and at least 4 hours a day in related study, research, class preparation, seminars, laboratory, field trips, or other developmental activities. The special objectives of some institutes, however, may require some modification of this guideline; in such cases equivalent time arrangements may be proposed.

Classification of the Institutes

Proposals for institutes should be classified according to field, type, level, participant eligibility, participant preparation, and geographic area of recruitment. The following supplementary guidelines should be read in conjunction with the general guidelines given in the manual.

1. *Type.*—Institutes may be of several types:

A. *An area study of industry institute* would be designed to assist participants to improve their curricular offerings. It might concentrate on broad technical areas with emphasis on developmental or contemporary innovations and changes in technology.

B. *A technical specialties institute* would be designed to update, or add to, the skill competencies of its participants in specific technical areas. The program would be intensive and aimed at introducing the participants to a new technology or at upgrading their teaching competencies in new technologies.

C. *A curriculum development institute* would be designed to assist its participants to increase their competencies in curriculum innovation or development, and in the use of broad curriculum structures.

D. *A special problems institute* would be designed to aid participants in the solution of problems in curriculum development, evaluation,

administration, and programing; in the teaching of industrial arts to special classes of pupils (e.g., disadvantaged youth); in the teaching of industrial arts within unique administrative structures (e.g., team teaching), in particular geographic areas (e.g., urban, rural), or in specific population centers (e.g., inner city, suburban).

E. *A field study institute* would be designed to provide an in-depth study of one or more industries. Such an institute would involve actual "in-plant" directed study of structure, organization, products, materials, processes, occupations, and interrelationships with other industrial enterprises.

2. *Level.* Institutes may cover a total range of instruction from kindergarten through the 12th grade and may be multilevel or single level; for example, an institute may span K-6, 7-9, 7-12, or any similar combination.

3. *Participant Eligibility.* Participants should meet the eligibility requirements set forth in the manual.

4. *Participant Preparation.* Most institutes will be designed to accomplish specific objectives at designated grade levels. Institutes should be differentiated and coded according to the minimum level of preparation required of the participants the institute is designed to serve.

Code (1) Master's degree or the equivalent, in industrial arts.

Code (2) Bachelor's degree with a major in industrial arts.

Code (3) Basic. Participants with no degree and with minimal formal preparation, but with verifiable professional and technical competency and teaching experience in industrial arts.

Code (4) Other. Participant preparation other than that stipulated in Codes (1) to (3). The proposal should specify clearly the preparation required of the participants for whom the institute would be designed (e.g., industrial arts teachers with a bachelor's degree in engineering).

Examples of Classification

An institute designed to develop concepts and technical skills and resources related to a study of manufacturing or production, and open to secondary school teachers and supervisors from the Mid-Atlantic States would be classified as follows:

Field: Industrial Arts
Type: A. Area study of industry (electrical appliance manufacturing industry)
Level: 7-9
Participant Eligibility: Teachers and supervisors
Participant Preparation Code: (1)
Area: Mid-Atlantic States

An institute designed to develop concepts, technical skills, and resources related to the application of photography to graphic arts, and open to secondary school teachers and supervisors from the southeastern United States would be classified as follows:

Field: Industrial arts
Type: B. Technical specialty (photographic processes in graphic arts)
Level: 7-12
Participant Eligibility: Teachers and supervisors
Participant Preparation Code: (1), (2), (3)
Area: Southeastern United States

PILOT INSTITUTES FOR INDUSTRIAL ARTS FOR SUMMER OF 1966

Illinois

Northern Illinois University, DeKalb. Technical Specialty: Numerical Control. 30 teachers. (grades 10-12; open). June 13-August 5.
George W. Senteney. (2)

Maryland

University of Maryland, College Park. Advanced Study of Industry. 30 teachers. (grades 7-9; Maryland & open). June 13-August 5.
Donald Maley. (2)

Michigan

Eastern Michigan University, Ypsilanti. Curriculum Development in Secondary School Industrial Arts. 24 teachers. (grades 7-12; open). June 27-August 5. H. James Rokusek. (2, 4)

New York

State University College, Oswego. Field Study of American Industry. 30 teachers. (grades 7-12; Northeastern States). July 3-August 12.
John Kowalski. (1, 2)

North Dakota

University of North Dakota, Grand Forks. Contemporary Content and Teaching Methods for Small Industrial Arts Programs. 30 teachers. (grades 7-12; Upper Midwest). June 20-August 12.
Alvin E. Rudisill. (2)

Codes for Industrial Arts Institutes:

Code (1) Master's degree or the equivalent, in industrial arts.

Code (2) Bachelor's degree with a major in industrial arts.

Code (3) Basic. Participants with no degree and with minimal formal preparation, but with verifiable professional and technical competency and teaching experience in industrial arts.

Code (4) Other. Participant preparation other than that stipulated in Codes (1) to (3).

An Analysis of Purposes and Procedures for NDEA Institutes

JOSEPH MILLER
Division of Educational Personnel
U. S. Office of Education

TITLE XI Institutes have many things in common. An institute is something like a workshop, except that it carries credit, it is more thoroughly organized, it is not as informal. It is a very specialized kind of graduate program. Institutes for teachers in specific fields now include industrial arts, civics, and economics, in public and private elementary and secondary schools of the country.

The manual states that, in every instance, subject matter is to be emphasized. These institutes are conducted by colleges and universities under contract with the U.S. Office of Education. I am engaged in analyzing proposals for English institutes for the summer that have been approved and recommended for funding. I go through the entire proposal in terms of what is to be taught, and how, and make any comments or recommendations we may have. Then the contract department goes through all of the budget, and there are all sorts of questions like how did you figure the salary, and where did you get this overhead figure, and so on. The negotiation of the contract as many of you probably know from other federal contracts is complex.

The Act stipulates that "the institute shall be for advanced study, including study in the use of new materials." By advanced study is normally meant graduate work, although that does not preclude an institution which has no graduate school from having an institute. Certainly a person can take advanced work at a school which does not

offer graduate credit; even though he cannot get graduate credit for it, he can get institute credit. So if you happen to be from an institution that has no graduate school, you need not feel ruled out for that reason. Advanced study is generally construed to mean that the instruction will be at the post baccalaureate level. But we can call that post graduate sometimes, you know, instead of graduate.

The manual also states, "Every participant will admit at least the minimal requirements for State certification." Now the point there is that participants must be teachers with some experience, or at least some achievement—that you do not normally take a person who has just finished his teaching degree and put him in an institute. After all, the purpose of the Act, as I understand it, is to provide upgrading and retraining in new materials for experienced teachers. The manual then points out "that the institute can still offer advanced work even though it is not necessarily graduate."

It states, "The purpose of an Institute is instructional and the use of new teaching materials is encouraged." That does not mean that you must bring in only new things—none of the old. It does mean, however, that if you simply carry on a program you already have, the evaluators who look at your proposal are going to say, "Why should we provide federal funds for this?" The best illustration I might give of how an institute can be funded is one I taught in last summer at my own school, a state college in Minnesota.

First, there was a survey to determine what the teacher situation was in English in that particular field—that is, what the teacher situation was in our area. It was determined that by the fall of 1966, certification requirements will have some additional courses, I believe, in the history of language and in linguistics (the study of language as a science), which many teachers now teaching simply do not have. On that basis, new certification requirements and statistical reports from the State Board of Education about the degree of training of the teachers now in service, it was determined that in our area (the western-central portion of Minnesota) there was a large number of teachers who could profit from graduate level work in language. Also it turned out that many of them felt a bit awkward in literature at anything more than a shallow level.

Our proposed Director combined and synthesized all of this material, and produced a statement of the need for this institute—generally the first thing that comes into a proposal. This manual leads to the preparation of a proposal. For example, you will find the purpose of your proposal, why you are making it, the preparation of it. In the introduction of a proposal, you will generally establish the need, the justification for the particular institute proposed. As a rule, the first step in setting up an institute, or a proposal for it, is to determine whether it is needed. While this does not mean that you must limit your participants to your own area, it must be primarily to satisfy a

local need, or nearly local need. There would be no need for Nebraska, for example, to set up an institute for California teachers; on the other hand, if Nebraska has an institute, I don't think necessarily California teachers should be barred. At our institute in Minnesota, we had one Californian, one Oregonian, but most participants were from Wisconsin and Minnesota.

To repeat, the first step is to establish the need in some way or other, and not just by saying, "We have known for years that we need more industrial arts training in our area." We don't feel such a statement really establishes the need.

After the need is established, the second step is to state how you think your particular institute can alleviate that need. Don't claim you are going to solve the problems of the world in six weeks, but point out that after the participants have attended your institute, they should know and be able to do certain things they didn't know and couldn't do beforehand. In my own particular course in Advanced Composition, I am sure that my teachers knew three things afterwards they didn't before:

(1) That objectives tests for composition are much more difficult than they thought and harder to interpret;

(2) They don't know how to write as well as they thought they could, and;

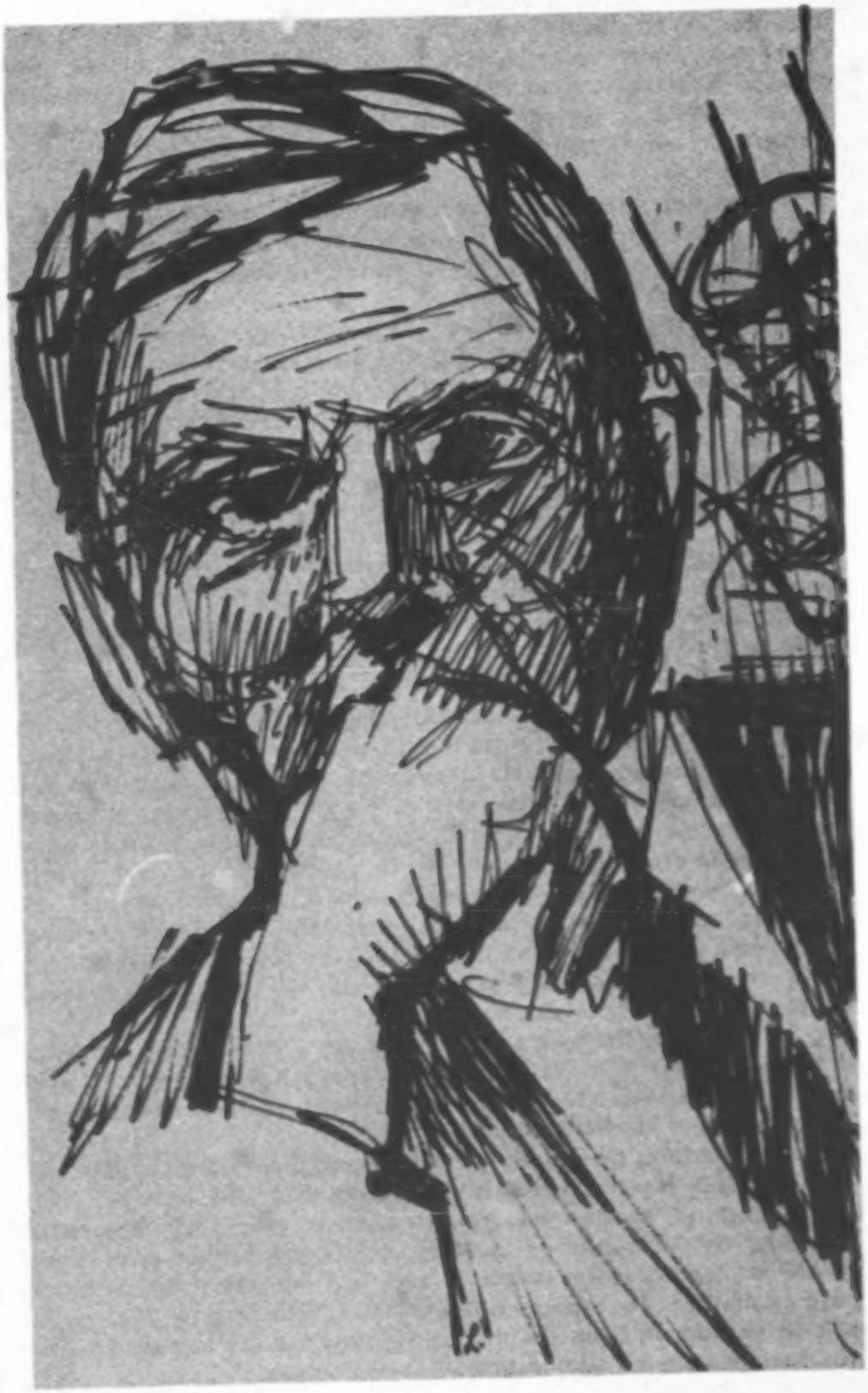
(3) There are many conflicting theories of how to grade a composition.

Those are, of course, three aims I emphasized in the course. I didn't want anyone to think that Advanced Composition was simply a matter of reading through a paper and signing a grade, any more than you would want anyone to think that industrial arts is just a matter of planing a piece of wood. And yet, a person can have a pretty naive idea, even an experienced teacher. Hence, your proposal should state in its objectives what it is you are going to achieve with this institute.

I read a proposal the other day that had 26 objectives, none of which could ever be measured. Try to make the objectives attainable. It is all very well to have lofty generalizations; we all approve of them, but they are not often attainable.

Summarizing, the first major hurdles are to demonstrate that there is a need to have your institute, and to specify how you plan to meet that need. Next you get down to such details as "How many people are you going to handle in an institute?"

In determining the number of participants, there are many factors—15 participants is probably too few, and more than 50 too many. After the number of people you plan to have in your institute is fixed, according to the nature of facilities, you determine the criteria you should set up for these people so they will fall within the need you have established. Be explicit as possible in explaining how you will be able to produce in them the changes you say you can during the time you have planned for your institute.



Undergraduate Student Financial Assistance Available for Industrial Arts Students Under the Higher Education Act of 1965—Title IV

PHILIP A. TRIPP
Specialist for Student Services
Bureau of Higher Education, USOE

With increasing college costs and ever growing enrollments, the burden of financing higher education is all too often imposing a severe hardship on students, on their parents, and on the colleges. More financial assistance was needed and the Congress enacted the Higher Education Act of 1965 to meet that need. I will attempt to introduce you to Title IV of the Act with some degree of accuracy.

It is rather interesting to look back over our country's past to observe the real strengths built into our democratic society. Nearly 80 years ago, the famous historian James Bryce observed: "America is made all of a piece. Its institutions are a product of its economic and social conditions and the expression of its character. The vehicle has been built with lightness, strength and elasticity which fit it for the road it has to traverse." The accuracy of his observation in today's world is in evidence all around us. The vehicle of our society has indeed been well fitted for the road. We have, in the midst of turbulence and change, shown the ability to adapt to change, to meet challenges, and to grow stronger.

The Higher Education Act is one more example of our country's flexibility and its ability to move swiftly, boldly and imaginatively into problem areas that impede our progress as individuals and as a nation. Thus we have now, for the first time in our history, an opportunity on a nationwide scale for a vast cooperative effort from seemingly widely

divergent sources: cooperation between universities, colleges, business and vocational schools, credit unions, commercial banks, insurance companies, savings and loan associations, state and local and federal governments. An immediate and great cooperative effort is necessary, for the stakes are indeed very high: To provide, now and over the years, the opportunity for hundreds of thousands of bright young people to develop their intellectual capacities and their talents to the fullest extent possible; and to assure the nation that the potential contribution of these young people will not be lost to our society for lack of opportunity for education beyond the high school.

A projection of educational statistics gives us an indication of the changes to come, of the necessity not only to meet the financial needs of students this month and this year but of the necessity to prepare for the future. Jumping only eight short years ahead, projections for the school year 1974-75 indicate a 74 per cent increase in students seeking degrees at colleges and universities—up from 5,000,000 in the fall of 1964 to 8.7 million in the fall of 1974. A 71 per cent increase in students obtaining bachelor degrees—up from 525,000 to 899,000. Almost twice as many persons getting masters degrees—from 110,000 to 210,000. Twice as many persons getting doctoral degrees—from 15,800 to 31,900.

This administration is apparently committed to the notion that it must provide a very substantial amount of credit to these students and their families at manageable rates of interest, and in such a form as not to become albatrosses around the necks of our young people. Support of the Higher Education Bill and its ultimate passage in the last session of the Congress reflects that commitment.

The Higher Education Bill that Congress passed apparently had at least three fairly specific goals. First, it intended to add very substantially to the financial aid resources available to students in higher education. Second, it proposed programs which not only provided financial aid but also did it in such a way as to add to the educational values and the programs of students receiving aid. Third, it sought to prevent the new funds from discouraging or duplicating the efforts of colleges and private enterprises for the support of education, particularly for student financial aid.

In the years since the passage of the National Defense Education Act, it has become apparent that the financial aid program available, despite the major contributions it had made, was still inadequate in several respects. Students in lowest income groups clearly were not receiving enough aid to enable them to go ahead with higher education, and those in lower and middle income groups were increasingly caught between the pressures of rising costs of colleges and the demands made on their income. We will describe in some detail the benefits of the Act as they apply to each of these groups.

First, we started the federal program with loans. They have helped students from the lowest income groups who are likely to need the most substantial amounts of assistance. This means these students incur large debts. They have no family support, and they are least likely to be able to move immediately into the most favorable economic positions after they graduate. It is not prudent for them to borrow as much as they need to pay their bills. In the second place, we added funds to increase employment. Substantial numbers of students in this low-income group do not have as strong an academic and cultural background as students from more favorable circumstances. To permit them, therefore, to spend a large amount of time in employment for money in their first year jeopardizes their academic record. Under this Act we can now, for the first time, offer these students a combination of grants, jobs, and loans. The Educational Opportunity Grants will range from $800 for a student whose family can offer no financial assistance whatever, to $200 for a student whose family can presumably provide as much as $600. If the family can provide as much as $800 toward the educational bill the student will not qualify for an Educational Opportunity Grant. The Act provides, in addition, that not more than one-half of the student's need, as determined by a college or university, may be met by an opportunity grant. It is presumed that the remaining half must be supplied by aid from the college in the form of loans or grants or from outside sources of financial aid. Students in this group will be eligible to borrow from the National Defense Education Act loan fund, or if this is not available, from an insured loan fund. We have not yet been able to establish the guideline for the determination of the family contribution, but for illustrative purposes, however, a family with two children and no unusual circumstances will cease to qualify for an Educational Opportunity Grant when the annual family income approaches $7,000. At this income level, the maximum stipend would not exceed $200. It is our estimate that approximately 120,000 students, a substantial portion of them freshmen, who would otherwise not have been able to attend, will be selected for such assistance for the fall of 1966. The appropriation for this is $58 million and we assume the average stipend will approximate $500. If we can aid 120,000 students, this will represent something less than the 10 per cent of the incoming freshmen class. So much for the lowest income group.

The second group, which has been particularly pressed heretofore, are students from families above the poverty level, but who can still offer little aid to their children. Until now, such students have not been eligible for jobs under the Work-Study Program, but have been forced to depend entirely on loans. The present Act redefines to include "students from low income families who are in need of the earnings for such employment to pursue courses of study at such institutions," but preference should still be given to students from low income families. So we have a much broader scope of definition of students includable

under the Work-Study Program then those offered in the first year of its life. The Act permits some allowance to be made for variance in college charges. This was not permitted under the previous definition. Students who qualify for these jobs are also eligible for a National Defense Education Act loan, or for insured loans. The amount of NDEA loans previously has been insufficient to take care of the needs of the students in the upper limits of this income group, and they should benefit greatly from the development of the Insured Loan Program.

Third, in terms of numbers, the largest group of students who will be aided comes from families with incomes above the $8,000-$10,000 range. They are caught not only by their steadily-increasing cost of attendance, but also by the mounting cost for other services which we now consider necessities of life in the family. Students from these families will now be eligible to borrow money under the Insured Loan Program. If the family income is less than $15,000 the interest will be paid during the period of training, and 3 per cent will be paid during the repayment period by the federal government. They are not eligible for either educational opportunity grants or Work-Study employment, or for National Defense Education Act loans. If the Insured Loan Program can be developed extensively and rapidly, however, it will make subsidized loans available to them. These students are numbered in the millions, and the Insured Loan Program provides all the benefits of the National Defense Education Act except forgiveness for teaching—and I should say parenthetically, legislative proposals are being drafted right now to suggest to the Congress that they consider adding the forgiveness for teaching features to the Insured Loan Program.

To review the program, then, students from the lower income levels will be eligible for the opportunity grants, work and loans. At the second income level students will be eligible for work plus loans, but not for grants. In the mid-income level and above they will be eligible for loans only.

Two points should be made in connection with the program. It is obvious it will be necessary to set guidelines for determining financial need which are so clear and firm that two or more colleges will be able to assess family contributions of a particular student essentially the same way. Secondly, it will be necessary that we maintain some supervision of procedures and exercise firmness in insisting on compliance with them.

Perhaps this is the appropriate point to describe the way in which the funds will be allocated to colleges. We are assembling from colleges and universities in each of the nine regions in which the Office of Education operates, a panel of experienced financial aid officers. These officers will meet with representatives from the regional staffs and with staff members from Washington to review the requests for funds and to make allocations to each college in their region. It permits us to bring to bear on the allocation of funds and information about the institutions and about regions which would otherwise be unavailable to us. It gives

colleges a share in the responsibility for the equitable distribution of funds and for wise, but firm supervision of them. It keeps the Federal program of student financial aid bound firmly into the programs of the state and of the colleges and universities.

The Higher Education bill also includes a number of amendments to the National Defense Education Act, the student loan program. It is not surprising that after seven years of operation, Congress and the Office of Education found ways to improve the operation of this pioneer program. More than three fourths of 2 billion dollars has been loaned since the program was established in 1959. The burden of the responsibility for collections is now becoming a serious reality. We are pleased to say, therefore, that the Congress has approved an amendment which allows institutions payment of administrative costs equal to either one-half of routine expenses incurred by the institution in the administration of these programs or 1 per cent of its total loans outstanding at the end of the year—whichever is the lesser. Unfortunately, no money has been appropriated for fiscal 1966 and we cannot help the administrative process for the current year. Also, the loan fund itself may now be charged for collection costs, including the use of collection agencies, in addition to the previous regulations that cost of litigation might be charged against the fund. As these are charges to be drawn against the fund on hand against the institution, this portion of the amendments becomes effective this year.

The repayment procedure has been shortened. The period of grace has been shortened from 12 to 9 months. Payments must be made in either 1, 2 or 3-month intervals, with the institution having the choice as to which it considers preferable. This means that with those institutions which prefer to make collections on a monthly basis, the first payment must be made within ten months after a student withdraws from a college. Under the present bill, 2 full years elapse before the first full payment is due and this has caused some concern and confusion in the repayments problems we have faced. It seems generally agreed that this lapse has presented genuine difficulties in the collection of loans. Institutions may now require a minimum payment of $15.00 a month or $180 a year. This means that a loan of $500 will be discharged in approximately 3 years instead of 10, which a student might take under the present regulations. This will represent a source of considerable economy in the collections. A provision has also been made for the assessment of penalty charges.

There are certain supplementary aims which Congress addressed itself to, and for which provisions have been made in this Bill. There is a provision in this Act which is designed to give special attention and reward to superior academic achievement. Students who during the preceding academic year at an institution of higher education, receive grades placing them in the upper half of their class, receive a stipend determined by the Educational Opportunity Grant plus $200.

The bill also provides an increased incentive for teachers to accept positions in hardship or low income schools. Under the previous act, 1/10 of the loan is forgiveable for each academic year a student teaches up to five years, or a total maximum of 50%. Under the present Act, for students who teach in schools identified by the Commissioner as hardship schools, there is a 15% forgiveness of the total loan for each year the student teaches in a hardship school. This may continue for seven years, or a maximum of 100%.

The Act extends the number of institutions eligible for consideration under these various programs. The qualifications for institutional eligibility to participate in the Work-Study and the Loan Programs, therefore, are broadened to include accredited institutions which provide not less than one year of training to prepare students for gainful employment in a recognized occupation. This portion of the bill does not apply to the Educational Opportunity Grants Program.

Under the new Work-Study Program, colleges or universities may elect to use payment in services or equipment rather than cash. This may include tuition waivers, partial room and board charges, and the like. This change will be a particular convenience to colleges whose work programs have been operated traditionally through payments along these lines.

Language precluding the replacement of employed workers by students on the College Work-Study Program, or the impairment of the existing contracts for services through the assignment of Work-Study students, has been extended to cover on-campus as well as off-campus phases of this program.

My own particular concerns at this time are most dynamically connected with the College Work-Study Program which I think has an enormous potential for educational good and for educational change. Now that we have taken the limiting factor of poverty from around its neck we may now look forward to a period when those of you who deal with students directly on a day-to-day basis will have available to you student resources that you have long dreamed of. We have not yet begun to comprehend this program, but I hope all of you will be thinking seriously about its implications for your work and for the future of your programs. It seems to me to be the most exciting of these new programs in terms of educational potential.

These are the instruments now available to all of us. If we use them wisely they will take us a giant step up the road we want to travel.

Guidelines for Prospective Teachers Fellowship Program

Guidelines are included for preparing graduate program proposals under the Prospective Teachers Fellowship Program, Title V, Part C of the Higher Education Act of 1965. This fellowship program provides up to two years' support for study leading to a Masters, Specialist, or equivalent degree for recent college graduates and other college graduates who plan a career in elementary or secondary education but who have never taught or have not recently taught.

The Congressional intent is to foster development of graduate study programs which emphasize high-quality substantive courses in preparing elementary and secondary education personnel. Graduate programs chosen for support will be approved by the Commissioner of Education after review by select panels of academic consultants.

The Graduate Fellowship Program For Prospective Teachers

(Part C, of the Higher Education Act of 1965, P.L. 89-329)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

I. *GENERAL*

The Graduate Fellowship Program for persons planning a career in elementary or secondary education was established to improve the quality of education offered by the elementary and secondary schools of the Nation by improving the quality of education of persons planning to pursue a career in elementary or secondary education. A "career in elementary and secondary education" means a career of teaching in elementary or secondary schools, a career of teaching, guiding, or supervising such teachers or a career in fields which are directly related to teaching in elementary or secondary schools, such as library science, school social work, guidance and counseling educational media, and special education for handicapped children.

Fellowships will be awarded to

(1) recent college graduates (i.e., those within 3 years of the baccalaureate degree, exclusive of military service)

(2) other college graduates who have never taught

(3) other college graduates who have not taught in recent years.

Title V, Part C of the Higher Education Act provides for

(1) Fellowships for graduate study leading to an advanced degree other than a doctor of philosophy or equivalent degree for persons who are planning to pursue a career in elementary or secondary education.

(2) Cost-of-education assistance to institutions in the development of high quality teacher preparation programs based on the number of fellowships received.

(3) The promotion of widespread geographic distribution of high-quality programs of graduate study for elementary and secondary career personnel.

Fellowships for prospective teachers will carry a stipend of $2,000 for the first academic year and $2,200 for the second year. The Fellow also will receive $400 for each eligible dependent per academic year. Fellows who undertake summer study of at least six weeks will receive an additional $400 plus $100 per eligible dependent.

The university will receive a cost of education allowance of $2,500 per academic year for each fellowship it awards. This sum is given to the university in lieu of tuition and non-refundable fees or deposits.

In carrying out the terms of the Act the Commissioner shall approve teacher education programs of graduate study leading to a degree other than the doctorate (i.e., masters degree or the equivalent and specialist degrees) and will make an allotment of fellowships to programs which he approves. A program may be organized by an institution in any manner consistent with the aims of the Act and must have received final approval as a degree program at the institution. After programs have been approved, the Commissioner may make grants to or contracts with institutions participating in the fellowship program to pay part of the cost to strengthen their graduate programs to train elementary and secondary career personnel.

II. *REQUIREMENTS FOR PROGRAM APPROVAL*

To be eligible for approval by the Commissioner a program must:

(1) substantially further the objective of improving the quality of education of persons who are pursuing or planning a career in elementary or secondary education

(2) lead to an advanced degree other than the doctorate

(3) give emphasis to high-quality substantive courses

(4) be of high quality and be either in effect or readily attainable,

(5) accept for study in the program only persons who demonstrate a serious intent to pursue or to continue a career in elementary

and secondary education through full-time study or research for the period of the fellowship.

(6) promote a wider geographic distribution of high quality programs for the training of personnel for elementary and secondary education.

(7) provide a graduate course of study with emphasis on substantive courses of not less than one academic year's duration but not more than 24 months.

III. *CRITERIA FOR SELECTION*

The Commissioner will select programs for approval from among proposed programs meeting the foregoing requirements. He will be advised by the Chief of the Graduate Academic Programs Branch and such experts and consultants as he may wish to employ to advise him with respect to the approval of programs.

In making recommendations for approval of programs, the experts and consultants will be guided by the following criteria:

(1) The prospective ability of the applying institution in terms of general academic standards, faculty, facilities, equipment, libraries and other academic resources to competently offer a high quality graduate teacher preparation program which is either in effect or readily attainable.

(2) Amount and extent of previous planning and development of the program by the applying institutions.

(3) The extent to which the institution puts emphasis on high quality substantive courses for elementary and secondary career personnel.

(4) The likelihood that the applying institution will be able soundly to support the proposed program on a long-term basis.

(5) The current or prospective national, regional, or State needs for high quality programs of the type proposed.

(6) The current or prospective national, regional, or State shortage of elementary and secondary education career personnel in the fields covered by the program.

(7) The likelihood that the program will attract, prepare and retain elementary and secondary career personnel.

(8) The urgency of need to train elementary and secondary personnel to insure that all children of the Nation, and especially those in disadvantaged areas will receive the high quality instruction necessary to make them able to compete in this modern technological society.

IV. *FELLOWSHIP PROVISIONS*

1. *Regular Fellowships*

(a) Fellowships shall be awarded for full tenure period of two years.

(b) All fellowship recipients shall normally start their studies under the fellowship program in the fall term of the year in which the award is made. Exception to this can not be considered for 1966-67, but may be considered upon written request for subsequent years.

(c) Tenure of the fellowship for the period of the program (not to exceed 24 months) shall be conditional upon the Fellow engaging actively and while in fellowship tenure, in essentially full-time study in the graduate study program in which the award is held and upon his maintaining a satisfactory proficiency in his studies.

(d) Fellows are not required to use their awards during consecutive academic or calendar years; but a Fellow who interrupts his tenure must continue to make normal and satisfactory progress in his master's program during the period of interruption. A Fellow may not interrupt his tenure except for the purpose of undertaking employment by or within his fellowship institution or by a local school board for a teacher internship related directly to his masters degree training. No interruption may exceed one year in length. Exceptions to this schedule may be allowed in the case of Fellows granted leave-of-absence for medical reasons or for armed service duty beyond their control. Any interruptions in tenure must be approved in advance by the Office of Education Graduate Academic Programs Branch. A Fellow may not engage in gainful employment other than part-time employment in teaching, research or similar activities related to his training as may be approved by the Commissioner.

(e) No fellowships may be awarded for study at an institution or a department or branch of an institution whose program is specifically designed to prepare students to become ministers of religion or to enter upon some other religious vocation or to teach theological subjects.

(f) Fellowships shall be awarded only to college graduates interested in a career in elementary or secondary education and intending to pursue a course of study leading to the masters degree or its equivalent, or an advanced degree other than the doctorate.

(g) No fellowships shall be awarded for study in any graduate study program which does not provide for the award, upon satisfactory completion of the program of the masters degree or its equivalent.

(h) No fellowship shall be awarded for study in a program for which support has not been specifically authorized by the Commissioner of Education. The fellowship can be used only at the institution at which it was awarded and not transferred for use at any other institution.

(i) Each fellowship shall provide the following stipends to the holder.

Year of Tenure	Academic Year stipend	Supplementary stipend for study beyond the regular academic year*
First	$2,000	$400
Second	2,200	400

* Supplementary stipends will be paid for study during the summer term 1967. Students wishing to avail themselves of the latter provision will be instructed to apply early in 1967.

(j) Each fellowship shall provide an allowance of $400 per academic year for each eligible dependent of the Fellow, plus an additional allowance of $100 for each such dependent for those periods during which the Fellow is receiving a supplementary stipend for study beyond the period of the regular academic year.

(k) Each fellowship shall provide an allowance of $2,500 per academic year to the institution at which the Fellow is registered and actively using his fellowship. This sum will be subject to the deduction of any amount charged directly to the Fellow for tuition, non-refundable fees or deposits. A Fellow may not concurrently hold both a Title V award and any other direct Federal educational fellowship with the exception of a National Defense Student Loan under the National Defense Education Act.

(1) A Fellow who completes his tenure under this program may not apply for a Title IV NDEA fellowship before the expiration of 2 years from the date of completion of tenure under this program.

2. *Vacated Fellowships*

(a) Fellowships awarded for activation in the fall term 1966, or in subsequent fall terms, which have been vacated by the original awardee prior to full use of the original tenure period are classified as *vacated fellowships.* The institution will be responsible for notifying the Office of Education promptly when a fellowship is vacated and the reason therefor. Fellowships which are voluntarily vacated prior to the completion of the degree by the Fellow must be covered by a letter of explanation by the student before they will be reawarded. Fellowships which are vacated before completion of the degree by the Fellow because of dismissal by the institution for failure to meet its standards do not require a covering letter from the Fellow.

(b) Vacated fellowships, if vacated at such a time as to leave at least one academic year of unused tenure, may be reawarded.

(c) No vacated fellowship will be reawarded for use during less than one full academic year.

(d) Vacated fellowships shall, when reawarded, carry all the applicable privileges and be subject to all applicable provisions of regular fellowships.

(e) Vacated fellowships will normally be reallocated to the institution at which they were originally held, but the decision in this is reserved to the Commissioner of Education.

(f) The Office of Education will notify each institution each year of the number of vacated fellowships reallocated to it. No institution may reassign such a fellowship, until this notification has been received. No fellowship vacated subsequent to receipt of this notification may be reassigned until permission to do so has been obtained from the Office of Education.

(g) Vacated fellowships containing two years of unused tenure shall be reawarded on the same basis as those pertaining to regular fellowships.

(h) Vacated fellowships containing one year of unused tenure may be reawarded to students who, prior to reactivation of the fellowship, will have completed no more than one year of full time graduate study or the equivalent, creditable toward the masters programs in which the fellowship is to be held. The institution must certify that a student awarded a vacated fellowship of one-year tenure will be able to complete a degree program by the end of the time if satisfactory proficiency is maintained in his academic work.

V. *SUBMITTAL PROCEDURES*

General

This application will include all proposals for which the institution is requesting support under the Prospective Teachers Programs, Title V, Part C, of the Higher Education Act of 1965.

Institutions will submit only *one* application. This will include an account of those specific parts of the graduate program for which fellowships are requested and will specify the *total* number of fellowships requested.

It has been recommended that no *program* be approved for more than 20 fellowships. Except under special circumstances, no institution will receive more than 40 fellowships.

Applications should be mailed to:

Graduate Academic Programs Branch
Division of Graduate Programs
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

The institutional application should have a cover page prepared in the manner prescribed on the proposed attachment A and separate cover pages for each program as described in the proposed attachment B and should include the completed Agreement Certificate (proposed) in attachment C.

Proposals should have a program description as delineated "Instructions for Preparing the Description of a Program for Prospective Teachers Fellowships Support (Proposed)" which follows as attachment D.

A Look Ahead in Educational Legislation

JOHN M. LUMLEY
Director, NEA Federal Relations Division

The 88th Congress did a tremendous job for education, and the first session of the 89th Congress made an even greater impact and breakthrough in many ways on education and educational legislation. The second session of the 89th Congress is faced with the necessity of continuing, of re-enacting, or of just keeping up with the programs they have started. This is a job in itself. The Elementary and Secondary Act (P.L. 89-10) committees have to meet to consider the Act and decide whether to extend it for at least three years, add more money, and strive to include the Higher Education Facilities Act and the Library Act. Many things have to be done to continue the work started in the first session of the 89th Congress. The combination of extending, adding and improving will be a tremendous job.

We have to look at the world situation before we can generalize and say we are going to increase money for education. Certainly there are indications that appropriations for some programs will be cut back in order to meet the growing demands of the war. This means that various programs have to be evaluated and then Congress has to make a decision. To prognosticate as to what can happen in the second session of the 89th Congress is a little difficult. We must have faith in the Congress of the United States, and yet recognize that there has been much opposition to the federal government getting involved in education. Some people will be for one program but opposed to another.

Since this is the second session of the Congress every member of the House is going home to try to get re-elected this Fall. This political situation is always a difficult part of a second session. The majority members of the Congress say that the present educational programs are outstanding. The minority members are the loyal opposition and they have to oppose programs on the basis that they want the people to feel that they are trying to keep the taxes down. These are positive and negative things that must be considered as part of the second session. It is not a matter of which Party we support. These are simply the facts of life and a part of the Congress. After the speeches are made, the Congress—the members of the House and the members of the Senate—will deliberate and they will produce a program that is best for the country.

We need to decide, whether it be the industrial arts group or the National Education Association, which is the umbrella for all the groups, what we believe is imperative and necessary educational legislation for the Congress to enact in this next session. We could debate, and it could become a very bitter debate, about the programs of federal aid to education. If we were to go into some of the communities, we would find that the people are still debating whether there should be any federal aid to education. They fail to realize the large amount of money that has been coming from the federal government. There should be no question about federal aid. There has to be federal aid—the question is only "how much" and "to whom?" There is no point in our boys going to Vietnam and fighting and dying for the freedom of our own country, and the world, unless at the same time we are educating our people to make the world better. This can be done only through improving educational opportunities for all citizens. We believe this, because this is the belief that has made us a great nation. The federal government has this obligation to education, and the federal government is beginning to accept its obligation.

A question that can be debated now is what form should federal aid take? For a long time there was talk about the fact that there should be federal aid and that it should be based on certain amounts of money per pupil. Some people felt that federal aid should go to the states and the states would spend it according to their needs. It was resolved by saying that the federal government should meet special needs; thus higher education, which was not getting the support of the state governments, was given particular attention, which brought us the National Defense Education Act. This brought us into the subject-matter disciplines and included science, mathematics and foreign languages. Then we moved beyond that and the next step was the philosophy that the federal government could move to support the training of teachers. The result was Title XI of the NDEA, which provided for training of teachers for the areas mentioned above. Now industrial arts is recognized as an important

area and it is included in Title XI. There are many other disciplines now that are urging the NEA Legislative Commission to support their inclusion in Title XI.

Title III, in the National Defense Education Act, provides federal support for equipment that is needed to properly implement the curriculum in the schools. One of the main problems facing this Congress, one of the things that the NEA is going to work hard for, is the inclusion of industrial arts in Title III of the National Defense Education Act. The NEA is going to go one step further and say to the Congress that we cannot have a fifty-fifty matching on Title III equipment, because it would not be equitable for those districts lacking funds to match. There are two possible approaches: We can either have a sliding scale, or we can do what we have done in some of the other bills and that is to change the formula of matching from 50 to 20 or 10 or whatever percentage can be developed and financed. In this way we could provide instructional materials for those schools where they are desperately needed. The principal argument for federal support for these programs is the inability of the local districts to support them without such assistance.

All states do not have state supervisors of industrial arts, but there is a possible solution to the problem. One of the most important titles of 89-10 is Title V. Title V provides for the strengthening of the state departments of education, but not by a straight-jacket provision saying, "Here is what you must do to get federal money." It makes it possible for each department to plan a program that meets its particular needs to the commissioner. Your industrial arts organization has an opportunity to bring to the attention of the state departments of education the need for such supervision. Title V is the last chance for us to prove what we have said all along; that is, the control and operation of education is a problem for the state and local governments. The Elementary and Secondary Act is giving state departments which have not previously had the strength, the opportunity to build so that we can move away from the idea that it is necessary to file projects from District X with the Commissioner in Washington. Instead, we can follow the philosophy of Title I of 89-10 which provides that the State Commissioner, under guidelines established by the Office of Education, gives approval or disapproval to projects. We believe that federal legislation should move in this direction. Recently Senator Morse said that the poverty factor should be taken out of Title I, and that appropriations should be based on the other factors in Title I. Some day we will get there, but probably with the amount of money that can be distributed in this session of Congress we will have to continue 89-10 basically as it is. Actually, this would not be too bad as we have not had an opportunity as yet to judge what has happened. The school districts and the state departments have not had a real opportunity to develop the best programs.

It is necessary for every group of people, and this includes industrial arts, to sit down and develop projects that can be filed. Get your school districts to file under Title I, under Title III, or whatever it may be, and be sure that ideal projects are developed. Industrial arts people have a grand opportunity to move into this area of providing improved opportunities for the disadvantaged. There are two groups of educators who have an advantage—the industrial arts departments and the teachers of exceptional children, because they have specific objectives that will benefit the so-called disadvantaged in these areas of education. The industrial arts departments in the schools already have ideas that can be translated into practical projects to be funded.

The NEA Legislative Committee has not adopted an official program; however, from past experience it seems logical that the following will be considered: The enactment or extension of P.L. 89-10, not for just one year, or two years, but for a minimum of three years; and the financing of P.L. 89-10 so that the state and the local districts have an opportunity to do the job. The full and complete financial support of 815 and 874 as they are presently on the law books. The NEA will oppose the curtailment of 874 as proposed in the budget. The NEA will support the addition of industrial arts in Title III and the addition of other disciplines in Title XI. The transfer of the adult program from the poverty program to the Office of Education. The extension of legislation or the addition of legislation to cover exceptional children, specifically in Title I. The full financing of the Library Services Act. The enactment of the College Facilities Act. The re-enactment of the Educational TV Program. There are two or three others including the Teacher Corps and the financing of Extension Education. This proposed legislation is of importance to all educators. This basically is the program that we propose that Congress must enact in this second session. We believe that if groups such as industrial arts will present their needs to the Congress, by writing to your Senators and Representatives as you did last year for Title XI, and if the NEA presents this story to Congress explaining the needs for educational legislation, progress will be made.

The second session of the 89th Congress will be just as helpful for education and in many ways more so than the first session of the 89th Congress. All of the factors mentioned will have some bearing on the decisions Congress will make. Unless unfortunate circumstances should arise such as this country declaring a war, there is no question that this will be a great session for education. Again, it will be the responsibility of industrial arts teachers and all educators to make certain that our Congressmen and our Senators understand what is needed. They want to improve educational opportunities for the area that they represent, and for the country as a whole. We must make our wishes known. The result will be better education for all of America's children.

Working With the Congress On Industrial Arts Legislation

KENNETH E. DAWSON
Executive Secretary-Treasurer
American Industrial Arts Association

A great breakthrough was made in industrial arts when President Johnson signed into law on November 8, 1965, P. L. 89-329, which amended Title XI of the National Defense Education Act to include industrial arts. The future of industrial arts legislation looks equally bright, but will depend on how the leadership of our field conducts itself. The federal congress has offered bi-partisan support for additional legislation, but it is the responsibility of each industrial arts teacher to inform his Congressmen of the importance of this subject and the need for federal support. The road will not be easy nor the burden light. Our people are going to have to sacrifice their time, abilities, efforts, and finances to achieve the goals we have set. May I encourage all industrial arts educators to do two things: (1) To continue in their unrelenting efforts to secure additional support for industrial arts and (2) to make the best use of the funds currently available for industrial arts.

Resume of Legislative Action for Industrial Arts

During the 1964 AIAA Convention in Washington, D. C., the first proposal to seek categorical aid for industrial arts was presented to the conferees. Until that time, the AIAA supported the NEA position that a broad purpose, general bill for education was the most important type of legislation and that we would rather have general aid for education.

However, it seemed, and the NEA took the same approach, that inasmuch as several subject fields were getting categorical aid and it looked like the Congress was going to continue to provide categorical aid for many curriculum disciplines, that we should seek federal aid specifically for industrial arts. That was the beginning, in 1964. There was a vote on the floor of the delegate assembly with only one vote in opposition, to the motion that the Association move forward in this approach. After much discussion with the NEA Legislative Staff and with the Congress a decision was made to try for assistance under the National Defense Education Act, specifically in Title III. Congress was moving this legislation rather readily, and we thought it was our best opportunity as well as being a very significant part of our need for equipment. Upon request of Representative Edith Green, the Association presented testimony to the special subcommittee on the NDEA. Representative Green and her counsel, Mr. Gaul, discussed with us some possibilities which were not too encouraging, but they invited industrial arts to present its case.

As you know, industrial arts was not successful initially. However, in August of 1964, Senator Wayne Morse, at the request of Senator Mike Mansfield, agreed to sponsor legislation specifically for industrial arts in the next session of Congress. He agreed to this at the request of Senator Birch Bayh, who was going to introduce industrial arts legislation, but due to a plane accident he asked the Majority Leader Mike Mansfield to present the case for industrial arts. Senator Mansfield in return asked Senator Morse if he would study the issue and offer an amendment. Senator Morse agreed to do so.

As industrial arts leaders became involved in legislative discussions, they found that institutes might be even more important than equipment. Thus, a decision was made to request Congress to include industrial arts in Title XI of NDEA in 1965. To put equipment to good use one must have trained people, people who are brought up-to-date. History could well record that the institute program for industrial arts as passed by the 89th Congress is the most important factor in upgrading industrial arts in the latter half of the twentieth century.

A Look Toward Future Legislation

As stated above, I believe that the NDEA Title III has great possibilities for industrial arts because of the dearth of modern equipment. Much of the industrial arts equipment is extremely poor since a great deal of it is war surplus and in too many cases is the wrong type of material. It is next to impossible to interpret modern industry and technology for boys and girls and provide experiences with modern industrial procedures, materials, and processes on the kind of equipment found in most industrial arts laboratories.

With the Vietnam situation as it now is, legislation may take a turn other than we might anticipate. The National Defense Education

Act may not be opened during the second session of the 89th Congress. If it is, I have to say in a very optimistic way that we have a golden opportunity to have industrial arts included. If it is not opened this session, very surely it will be reconsidered some time in the future and we want to be ready. Let me again state that we cannot go to Congress and ask for special legislation and expect to get it through if we have not built a good case from back home. The American Industrial Arts Association continues to inform Congress of the program and its needs. We have a schedule for informing Congress about industrial arts, and many Senators and Congressmen are on the AIAA mailing list at their request. About every 3 or 4 months we send a letter with an article on industrial arts, simply telling what industrial arts is. For example, in our next letter to Senators and Representatives we plan to include a brochure which the NEA sent on industrial arts through the American Education Week packet. Remember that Congress likes to be kept informed on all issues, and will listen to any intelligent request if properly justified.

How to Work with Congress

When an organization seeks support for a piece of legislation, Congressmen need to know exactly whom the group represents. It is an abominable fact that so few industrial arts teachers have joined the AIAA in this worthy endeavor. Congress needs to know that industrial arts is not vocational education, that we are not covered by any type of federal funds other than P.L. 89-10 and NDEA, Title XI, both of which were passed in 1965. Industrial arts has great need. It may be the fastest growing curriculum area in all America—at least one of the fastest growing curriculum areas. There are now 4,000,000 students studying industrial arts. There should be at least 8,000,000 students, if America is to retain her industrial might. This information needs to come from you back home. If you are in West Virginia ask your Governor to write a letter to the Senators and Representatives on behalf of industrial arts. Tell him the need, tell him what is being done at the university or in local areas, wherever you may be working. When you produce a document, as the State of Georgia did recently, send it to every legislator from your state along with a letter over your signature. It is always in order to thank your Congressman for his support in the past and express your trust that he will be with us again in the future.

What Should Be the Immediate Plan for Industrial Arts?

The Congress is receptive to the idea of including industrial arts in the equipment section of NDEA. To show you how receptive, let me share with you the support we had for Title XI from the conferees on both the Democratic and Republican side. Title XI was not included in the House of Representatives' bill. It was introduced by Senator Prouty on the Senate side at the last moment. Other Senators on the education

committee agreed to co-sponsor the industrial arts amendment with Senator Prouty, including Senator Wayne Morse and Senator Jacob Javits. On the House side, Congressmen Hugh Carey and Sam Gibbons and others worked diligently for the inclusion of industrial arts in the final version of the bill. Before the final writing, we had, to my knowledge, a commitment of every Republican and every Democrat but one, on both the Senate and House sides, stating that they would vote to support the inclusion of industrial arts in Title XI. The one member who did not support the inclusion at that time said that she was in favor of including industrial arts in the NDEA, but she simply wanted to study it further. And I think that was very noble on her part. This means that we have good bipartisan support for Title III of NDEA. I believe if we continue to inform the Congress in an intelligent way, we will have no problem having industrial arts included when the NDEA is next discussed.

Another critical area of need in industrial arts is for state and local supervisory staffs for the improvement of instruction. In my opinion, we need supervision more than we need other assistance including equipment. There are six states now in the nation which have state supervisors of industrial arts in the department of instruction or general education. There are 28 states that do not have any state supervision of industrial arts whatsoever. . . . The other states have supervision through vocational administration, although all of these supervisors, I believe, are paid from a general fund. Would it be appropriate to ask Congress for special legislation for state and local supervision of industrial arts? Let me tell you about a legislative task force on which I had the opportunity of serving to recommend the type of educational legislation which the education family would like for the Congress to pass. During the task force, we presented the idea of requesting from Congress a separate bill to provide supervisory staffs for the improvement of instruction in industrial arts at the state and local levels. Before that task force adjourned, it had unanimously approved and put into its record that the NEA should try to get a bill for industrial arts for supervision. This is the support that we have from the field. This task force was made up of the people who represented many phases of education. As a matter of fact, one person who sat on that task force was a congressional committee counsel for many years.

The question which we must answer before moving ahead is whether or not we should try for such legislation. After talking with leaders from Congress, the U.S. Office of Education, and the NEA Legislative Commission, it is believed that we could get a supervision bill introduced and probably passed. But it might put industrial arts in the position of seeking legislation which is already available. Industrial arts now has the opportunity of securing state supervision in general education in every state through Title V of P.L. 89-10. Therefore,

it is our suggestion that we use the available funds from Title V rather than requesting special legislation at this time.

If we present good proposals and build our cases properly, we can get proper supervision and other aid from the various titles of the Elementary and Secondary Education Act of 1965.

Let me now mention the urgency of timing during the legislative process. Some people fail to understand why the AIAA office cannot commune with them further in advance of legislative needs. Oftentimes it is not possible even to let the leadership know in time to communicate with their Congressmen. I have received from some would-be leaders in industrial arts in the country, some very bitter letters, expressing deep concern because they have not heard in time. Let me give you two examples. It was 11 o'clock in the morning that we learned Senator Prouty was to introduce his amendment to open NDEA. By 4:00 that afternoon, we had a personal commitment from four Senators that they would co-sponsor the industrial arts amendment, three others along with Senator Prouty, Republicans and Democrats alike. This is how fast your staff has to move. From 11:00 in the morning, when we heard that NDEA was going to be reopened, until 4:00 that afternoon, when we had a commitment. We had no time to notify you!

Let me give you another example of close timing. I happened to be out of the office one day and at 2:00 in the afternoon our administrative assistant called me long distance, "We just got word from the NEA Legislative Staff that we have to have in the office of the Congress by Tuesday morning certain information if we are to save our bill." This was on Friday afternoon at 2:00 o'clock. Over the phone I dictated a letter to our AIAA members and by 8:00 that night it was in the mail to you. Thus, you see the urgency of timing?

Finally, we would like to leave with you some hints for visiting or writing your Congressmen:

1. Always make an appointment if possible. Try to visit before or after Congress is in daily session.

2. If the Senator or Congressman is not available, communicate with his legislative assistant or personal secretary.

3. You are a constituent of your Congressman, and he likes to hear from you.

4. Present your case as strongly as possible.

5. Senators and Congressmen are warm, personable, and highly intelligent human beings. They like working with people.

6. In election years Congressmen are anxious to work with many public-minded groups.

7. To address your Congressmen:

For your Senator	*For your Representative*
The Honorable (full name)	The Honorable (full name)
Senate Office Building	House Office Building
Washington, D. C. 20510	Washington, D. C. 20515
Dear Senator . . .:	Dear Mr. . . .:

8. *Yours sincerely* is always in good taste as a complimentary close.

9. Remember to sign your given name and surname. If you use a title in your signature (Miss) (Mrs.), be sure to enclose it in parentheses.

10. You can telephone CA 4-3121 and ask for Representative (name and state) or Senator (name and state) and ask for an appointment. Be prepared to give a brief reason for wanting the appointment.

During the conference on federal aid for industrial arts Mr. McFarland (left), Dr. Lumley (standing) and Dr. Dawson (right) discuss the feasibility of requesting the Congress for special legislation to provide state supervision for industrial arts.

APPENDIX I

ROSTER OF PARTICIPANTS

Conference on Federal Aid for Industrial Arts

January 24-26, 1966

NEA CENTER

Washington, D. C. 20036

RICHARD P. ANDERSON
Dept. of Industrial Arts Education
Rhode Island College
Providence, Rhode Island 02908

LYLE W. ASHBY,
Deputy Executive Secretary
National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

ANDREW K. AULT
Division of Industrial Arts Education
West Virginia University
Morgantown, West Virginia 26505

EDWARD A. BARDEN
Dept. of Industrial Arts Education
Millersville State College
Millersville, Pennsylvania 17551

E. L. BARNHART
Industrial Arts Dept.
Kansas State Teachers College
Emporia, Kansas 66802

A. F. BARRESI
Cranston School Department
Cranston, Rhode Island 02910

CARL R. BARTEL
Industrial & Technical Education Dept.
Utah State University
Logan, Utah 84321

HERBERT BELL
Industrial Arts
State Office of Public Instruction
Olympia, Washington 98501

DONALD N. BIGELOW, Director
Div. of Education Personnel Training
U. S. Office of Education
Dept. of Health, Education & Welfare
Washington, D. C. 20201

M. L. BLOUNT
Industrial Arts
Ravenswood High School
Ravenswood, West Virginia 26164

THOMAS J. BRENNAN
Industrial Arts Dept.
West Virginia University
Morgantown, West Virginia 26506

R. E. BUXTON
Industrial Education Dept.
East Tennessee State University
Johnson City, Tennessee 37602

DUANE CHAMBERLAIN
Dept. of Industrial Education
Eastern Michigan University
Ypsilanti, Michigan 48197

GEORGE CHAMPION
Center for Technological Education
15 Southgate Avenue - Suite 231
Daly City, California 94015

KENT CLARK
Prince William County Schools
Manassas, Virginia 22110

KENNETH R. CLAY
Industrial Arts Dept.
Glassboro State College
Glassboro, New Jersey 08028

D. D. CLEMENS
School of Applied Science and Technology
Murray State College
Murray, Kentucky 42072

JOHN O. CONAWAY
Division of Industrial Education
Indiana State University
Terre Haute, Indiana 47809

KENNETH E. DAWSON
Executive Secretary-Treasurer
American Industrial Arts Association
1201 16th Street, N.W.
Washington, D.C. 20036

HOWARD S. DECKER
Industrial Arts Dept.
Appalachian State Teachers College
Boone, North Carolina 28608

RICHARD A. DERSHIMER
Executive Officer
American Educational Research Assn.
1201 16th Street, N.W.
Washington, D.C. 20036

WILLIAM M. DEVONALD
Board of Education
31 Green Street
Newark, New Jersey 07102

PAUL W. DEVORE
Division of Industrial Arts
State University College
Oswego, New York 13126

JAMES R. DORLAND
Assistant Director
Adult Education Service Division
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

SHERMAN F. DREYER
Industrial Arts Education Division
State University College
Buffalo, New York 14222

ARTHUR J. DUDLEY
Bureau of Industrial Arts Education
State Education Department
Albany, New York 12201

WILLIAM R. EISTER
Industrial Arts Department
Virginia Mechanics Institute
Richmond, Virginia 23219

JOHN EPHRAIM
Dept. of Industrial Education
East Tennessee State University
Johnson City, Tennessee 37602

HENRY M. FISHER
DeVry Industries, Inc.
4003 Underwood Street
Chevy Chase, Maryland 20015

DAVID FRY
Industrial Arts
F. D. Roosevelt Jr. High School
Bristol, Pennsylvania 19007

RALPH O. GALLINGTON
Industrial Education Department
Southern Illinois University
Carbondale, Illinois 62901

KARL GETTLE
Department of Industrial Education
University of Maryland
College Park, Maryland 20740

RAYMOND S. GINN, JR.
Industrial Arts Education
State Dept. of Education
100 Mitchell Street, S.W.
Atlanta, Georgia 30303

C. H. GRONEMAN
Industrial Education Department
Texas A & M University
College Station, Texas 77843

STANLEY GROSSMAN
Industrial Arts and Vocational Education Department
Union County Regional High Schools
Berkeley Heights, New Jersey 07922

J. T. HAIGWOOD
Dept. of Industrial and Technical Education
East Carolina College
Greenville, North Carolina 27834

EDGAR HARE
Industrial Arts
State Department of Education
Columbus, Ohio 43215

R. L. HARRIS
Industrial Arts Education Dept.
Virginia State College
Petersburg, Virginia 23803

PAUL HARRISON
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20740

JOHN E. HERRMANN
Electronic Aids, Inc.
2615 Windsor Avenue
Baltimore, Maryland 21216

MANUEL A. HERNANDEZ
Industrial Arts
Department of Education
Hato Rey, Puerto Rico

IRVING W. HERRICK
Industrial Arts
State Dept. of Education
Baltimore, Maryland 21218

W. H. HINELY
Industrial Arts and Vocational Education
Florida State University
Tallahassee, Florida 32306

ROBERT L. HOOPER, Director
Div. of State Agency Cooperation
U. S. Office of Education
Dept. of Health, Education & Welfare
Washington, D. C. 20201

DONALD W. HUDSON
Industrial Arts Department
Berea College
Berea, Kentucky 40403

THOMAS HUGHES
Industrial Arts
State Board of Education
Richmond, Virginia 23216

D. W. IRVIN
Rockwell Mfg. Company
Pittsburgh, Pennsylvania 15208

ROBERT M. ISENBERG, Director
Rural Education Service Division
National Education Association
1201 16th Street, N.W.
Washington, D. C. 20036

HAROLD W. JACKSON
Albuquerque Public Schools
Albuquerque, New Mexico 87114

J. C. JIMENEZ
University of Puerto Rico
Rio Piedras, Puerto Rico

C. W. JOHNSON
Industrial Arts Department
Fairmont State College
Fairmont, West Virginia 26554

W. E. KAISER
Providence School Department
Providence, Rhode Island 02903

WILLIAM A. KAVANAUGH
Industrial Education Department
University of Minnesota
Minneapolis, Minnesota 55455

THOMAS G. KING
Dept. of Industrial Arts Education
Rhode Island College
Providence, Rhode Island 02908

MICHAEL KIRST, Program Assistant to the Director
Division of Program Operations
U. S. Office of Education
Dept. of Health, Education & Welfare
Washington, D. C. 20201

PHILIP L. KLIMAN
Braintree Public Schools
538 Washington Street
Braintree, Massachusetts 02184

FLOYD KRUBECK
Industrial Arts Department
Kearney State College
Kearney, Nebraska 68847

R. A. LABOUNTY
Dept. of Industrial Education
Eastern Michigan University
Ypsilanti, Michigan 48197

WILLIS E. RAY
Industrial Arts Education
The Ohio State University
Columbus, Ohio 43210

W. T. REED
Industrial Arts Education Dept.
Virginia State College
Petersburg, Virginia 23803

HOWARD SASSON
Industrial Arts Department
Board of Education of New York City
Brooklyn, New York 11201

JOSEPH A. SCHAD
Industrial Arts Education
Virginia Polytechnic Institute
Blacksburg, Virginia 20461

MARSHALL L. SCHMITT
Specialist for Industrial Arts
U.S. Office of Education
Dept. of Health, Education & Welfare
Washington, D.C. 20201

J. W. SHERRON
Industrial Arts Education
Dade County Public Schools
Miami, Florida 33132

FRANK SIEVERS, Chief
Guidance & Counseling Program Sect.
Div. of Plans & Supplementary Centers
U. S. Office of Education
Dept. of Health, Education & Welfare
Washington, D. C. 20201

S. M. SILVERMAN
Industrial Arts
D. C. Board of Education
3331 Prospect Street, N.W.
Washington, D. C. 20007

JACK SIMICH
Assistant Executive Secretary
American Industrial Arts Association
1201 16th Street, N.W.
Washington, D. C. 20036

WARREN SMELTZER
State Board of Education
301 West Preston
Baltimore, Maryland 21218

JOHN J. SMITH
Industrial Arts
State Department of Education
Trenton, New Jersey 08625

JOHN A. STORM
Institutional Research
State University College
Oswego, New York 13126

MENNO STUCKY
Industrial Arts
State Dept. of Public Instruction
Topeka, Kansas 66601

J. TALKINGTON
Dept. of Industrial Arts
Illinois State University
Normal, Illinois 61761

WILLIAM F. TIERNEY
Dept. of Industrial Education
University of Maryland
College Park, Maryland 20740

PHILIP A. TRIPP
Specialist for Student Services
Bureau of Higher Education
U. S. Office of Education
Dept. of Health, Education & Welfare
Washington, D. C. 20201

E. W. TISCHENDORF
Industrial Arts Department
North Carolina State University
Raleigh, North Carolina 27607

NORMAN E. WALLACE
Industrial Education Department
University of Houston
Houston, Texas 77004

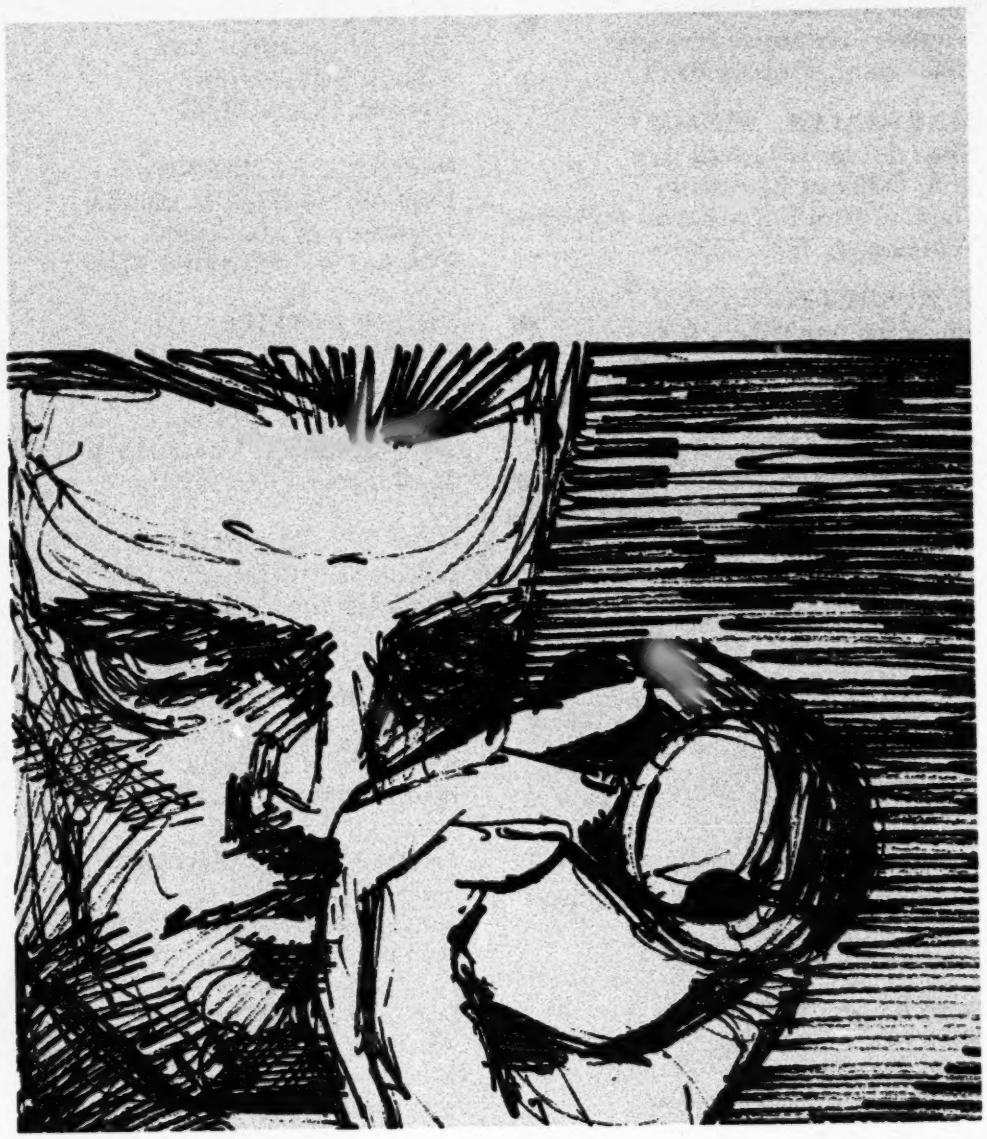
THOMAS J. WALSH, JR.
Industrial Arts
South Brunswick High School
Monmouth Junction, New Jersey 08852

EARL M. WEBER, President
American Industrial Arts Association
Millersville State College
Millersville, Pennsylvania 17551

ELI WHITE
Industrial Arts
Board of Education
Atlanta, Georgia 30303

HERBERT WILSON
Division of Industrial Education
West Virginia University
Morgantown, West Virginia 26505

EARL R. ZIMMERMAN
Industrial Arts
Dept. of Public Instruction
Harrisburg, Pennsylvania 17126



APPENDIX II

The following suggested guidelines and outlines were presented as draft forms at the AIAA and Indiana State University legislative conferences. They are not to be interpreted as final versions, but rather as aids for preparing proposals.

Outline of Proposal for an Industrial Arts Development Project for Specialized Instructional Areas

Purpose

To plan, develop and produce special instructional aids; these instructional aids to be designed to assist pupils in solving reading and computational problems in industrial arts education.

Objectives

1. To produce sample instructional aids to meet special needs of pupils with reading difficulties and lack of computational ability.
2. To prepare supporting documents such as descriptive folders and instructional outlines concerning the use of the said instructional materials.
3. To provide for an inservice program of instruction in the use of the materials produced at the center.
4. To establish a pilot program in selected schools.

Description of the Project

It is proposed to establish an educationally and technically oriented center for the production of instructional aids. In keeping with the stated purpose, the materials are to be oriented to assist teachers in meeting the needs of educationally disadvantaged youth with reading and computational deficiencies. The proposal is designed to result in a facility that will be a resource for the instructional staff. The availability of well-designed materials from this center will result in more effective instruction because of the staff talents that are directed to the solution of the educational problems.

The centralization of production services and educational consultants likewise will result in better instruction because the teachers will be able to devote their full time and energy to the purposes of teaching rather than the mechanics of producing instructional materials.

It is proposed that the curriculum development center be established at .... The center would be a facility consisting of 3,000 square feet of floor space to house curriculum personnel,

provide work stations, photo lab, demonstration project equipment and material supply storage. The facilities and personnel of this curriculum center would be available to the private schools of the city district.

A system of distribution and control of the instructional materials as produced would be established to assure effective use of the same.

Evaluation of the operation of the center would be an administrative responsibility. The evaluation of the instructional materials would be a continuous process involving administration, instructional staff and a review of the pupil-testing results of the classes using instructional materials. Provision should be made for a pre-testing of reading level, achievement testing and reading specialists' observations to establish a base for final evaluation. Any pre-testing and post-testing instruments and design should be established at the outset of the project to identify the rate and quantity of pupil achievement and progress resulting from the use of the instructional aid program.

The operation of the proposal would be predicated on the use of pilot groups involving disadvantaged youth in the school district. There also should be a comparable size control group identified for evaluative purposes.

The first year of the proposal should result in the production of sample materials, the selection, orientation and training of staff consultants and specialists and the identification of aides for planning, development and production of devices.

The next two years would be directed to implementing the five pilot centers. These centers would be staffed by selected teachers who would work closely with curriculum center personnel. They would prepare reports and provide information in keeping with the objectives of the project. Information about testing procedures, services of reading specialists, the development of improved vocabulary by the pupils, speed of reading, improved reading levels, increased computational abilities and similar items should be considered by all staff concerned. In total it is proposed that increased knowledge will result from the combined focus of staff on the specific problems of this group.

Annual Budget

Term of project: July 1, 1966 to June 30, 1969

CENTER STAFF

Director	$12,000
Assistant Director	8,000
1 Social Welfare Consultant	8,000
4 Industrial Arts Specialists	32,000
2 Reading Specialists	16,000
2 Technicians (Photo)	12,000
TOTAL	$88,000
2 Field Supervisors (1/2 time)	$ 8,000
5 Industrial Arts Teachers (Supplemental Salaries)	10,000
Supplies	5,000
Secretarial Service	3,500
TOTAL	$26,500
Grand Total	$114,500

SUGGESTED GUIDELINE FOR THE PREPARATION OF PROPOSALS FOR TITLE I OF P.L. 89-10

I. Information About the Project

A. Title

B. Nature and purpose of the project
1. Special educational needs to be met by the project
2. Specific objectives
3. Activities and services that will be initiated and maintained
   (a) detailed description
   (b) name, place, and title of facility
   (c) arrangement you expect to make for private schools
4. Procedures and techniques to evaluate the project
   (a) the effectiveness of the program
   (b) the effectiveness of the specific project
5. Procedures and activities to be adopted for telling other people about the project

C. Duration of the project
1. Activities for initial planning of project
2. Activities for developing the project and when it is expected to be finished

D. Geographic area
1. Identify area or areas
2. Number of public and private schools
3. Population in each area at beginning of school year

E. Number of boys and girls participating in the project

F. Number of adults participating in the project

G. Personnel for the project—number and title of positions

H. Construction activities
1. New facilities needed
2. Repair of present facilities

I. Coordination of project with community action programs
1. Name agencies

J. Coordination with other projects developed by other school districts or regions

II. Budget Costs

	Fiscal Year		*Fiscal Year*		*Total*	
	Federal	*Local*	*Federal*	*Local*	*Federal*	*Local*
A. Direct Costs						
1. Personnel services. (List all position titles such as, director, consultants*, secretaries, etc.)						
2. Employee benefits. (Summarize benefits such as, Social Security, retirement.)						
3. Travel						
4. Supplies and materials						
5. Equipment						
6. Communications						
7. Services						
(a) Duplicating and reproduction						
(b) Statistical						
(c) Testing						
(d) Other						
8. Rental of building or equipment						
9. Other direct costs						
10. Subtotal (direct costs)						
B. Indirect Costs (give basis on which local overhead is computed.)						
C. Total Costs						

* Consultants: Show rate and number of days under Personnel, transportation and per diem under Travel.

SUGGESTED OUTLINE FOR TITLE I OF P.L. 89-10

TITLE

In-service training for teachers of educationally deprived children

PURPOSE

To prepare educationally deprived children better to live in our industrial society by improving the understanding of teachers and counselors in current industrial and technological methods, processes, and materials of the world of work.

OBJECTIVES

- To prepare teacher personnel to understand the needs of educationally deprived children
- To develop a realistic industrial arts curriculum that reflects the contemporary industry of the community

- To improve the knowledge of guidance counselors and industrial arts teachers regarding local industry
- To develop instructional materials, aids and methods related to the industrial-technical areas to be taught

DESCRIPTION

An experimental program, conducted during the summer vacation, that would provide for an intensive training period for teachers and guidance counselors of the educationally deprived children.

RATIONALE

Ninety percent* of the educationally deprived children who are in grades 7-12 are enrolled in the industrial arts program of the city schools. This program offers the unique opportunity to enable students to participate actively with the tools, materials, processes and products of industry in an exploratory manner, and thus discover and develop their talents in the industrial-technical fields.

These programs have the opportunity to be of an even greater service to students if they reflect the modern world of work in our community. Teachers and counselors need to know more about what their industrial community has to offer so as to reflect it in the school and better prepare students to live in their industrial environment.

Therefore, in order to meet better the needs of the educationally disadvantaged youth, teachers and counselors need a better understanding of the local industry, and the industry needs to know these educators so more realistic educational opportunities may be offered to the educationally deprived youth of the community.

* Based on survey by John Doe of anytown city schools

LOCATION

Anywhere, U.S.A. city schools

Meetings at George Washington High School

PERSONNEL

Twenty persons, including 17 industrial arts teachers and 3 guidance counselors

TIME SCHEDULE

Eight weeks from June 13, 1966 until August 5, 1966. Five days per week. Six hours per day.

EVALUATION

Evaluation of the project will be conducted by an appointed research team. The areas for evaluation are:

- Decrease in drop-out rate of the educationally deprived
- Amount of application of teaching materials, aids and methods developed
- More realistic reflection of local industry in I. A. program
- Amount of interest shown by teachers and counselors to continue similar in-service training program

BUDGET

Project director	$ 2,000
Clerk typist (part time)	300

Janitor (part time)	300
Consultants (fees)	250
Supplies	800
Equipment	500
Resource materials	100
Utilities	30
Travel—Administrative	125
Community (mass transit)	125
Subsistence ($100 per teacher per week)	16,000
Total	$20,455

SUGGESTED OUTLINE FOR TITLE IV OF P.L. 89-10

(Prepared During Indiana State University Supervisors' Conference)

AN EXPERIMENTAL STUDY TO DETERMINE EFFECTS OF CERTAIN INDUSTRIAL ARTS PROGRAM STRUCTURES ON THE STUDENTS' UNDERSTANDING OF INDUSTRY

I. *Problem*

The problem of this study is that of determining the effects of two differing structures of industrial arts programs on producing similar understandings to those held by selected industrialists.

Delimitation

The study will be delimited to the senior high industrial arts students of Mid-town and the representatives of the ten largest industries of Mid-town. Furthermore, only two different structures will be examined.

II. *Rationale*

Understanding industry has become the foremost objective of industrial arts education. As our society becomes progressively more industrialized, we become more concerned with the responsibility for communicating this understanding. Industrial arts, as generally taught, does not provide convincing evidence that understanding of industry is communicated. Dr. Lee Hornbake in *Improving Industrial Arts Teaching* said: "It is strange that the predominant characteristic of our society is our industrialism—our capacity to produce goods in large quantities—and yet the schools do not develop a good understanding of this aspect of our society."

Some educators advocate adherence to certain unchanging basic fundamentals; others advocate additions of new content. Various patchwork plans and personal preferences have led to wide variations in content and structures.

It is timely for researchers to examine some of the alternatives and the identifiable structures to provide scientific evidence regarding effectiveness of the various approaches for communication of industry understandings. This study will examine two approaches for the purpose of determining relative effectiveness.

III. *Objectives*

A. Survey to find out what the understandings are that selected industrialists feel are essential for senior high school students to know.

B. From the data, design a standard for comparing the students' understanding of industry to that of industrialists.

C. To determine which of two industrial arts teaching-learning structures produces understandings most comparable to those of the industrial representatives.

D. To test the hypothesis that there is no significant difference of understanding due to the two structures examined.

IV. *Review of literature and related research*

The following list includes a large variety of sources. It must be recognized that not every source will produce information pertinent to the problem. Furthermore, it is necessary to limit the number of references cited in the proposal to a minimum number bearing directly on the problem. This may be as few as half a dozen carefully selected sources.

A. Previous studies
   1. Curriculum studies in education
      a. College and university
      b. State Department of Education
      c. U.S. Office of Education
   2. Private industry
   3. Trade association
   4. Follow-up studies of high school graduates

B. U.S. Government publications and state publications
   1. Dept. of Health, Education, and Welfare
   2. Dept. of Labor
   3. Dept. of Employment and Security
   4. Bureau of Census
   5. Office of Economic Opportunity
   6. Manpower Development and Training
   7. State Dept. (of Ed.) publications

C. Text and reference
   1. Text (from selected subject area pertinent to the study)
   2. References
      a. Industrial arts education and related references
      b. General education references
      c. Sociology
      d. Anthropology
      e. Psychology
   3. Educational institutions
      a. Entrance requirements
      b. Courses of study

D. Professional journals (educational and industrial)

V. *Procedures*

A. Survey the industrialists of Mid-town, USA, to determine their identification of the important understandings of industry.

B. Develop a curriculum guide based on the findings of the survey.

C. Establish control group using conventional methods of teaching I.A.

D. Establish experimental group No. 1 using conventional teaching method but with new course outline.

E. Establish experimental group No. 2 using new course outline and team teaching approach.

F. Pre-test control group—experimental groups No. 1 and No. 2.

G. Supervision of the program.

H. Final testing—collection of data.

I. Presentation of findings—(difference of understanding industry)

J. Evaluation

K. Follow-up study (5 yrs.)

VI. *Personnel and facilities*

A. Director—Dr. John Smith, Research Director, University State, head of graduate studies for ten years.

B. Assistant director—Mr. Mike Smith, Industrial Arts Supervisor, BS-MS, Penn University, 15 years teaching experience, conducted two other studies.

C. Project assistants—Two graduate students who have backgrounds in research and who have conducted previous interviews.

D. Secretaries—Two persons who have had experience in shorthand, filing, etc.

E. Facilities—Two rooms furnished by Mid-Town Board of Education.

F. Rentals of a computer and data processing equipment at University State.

G. More detailed information and background of the personnel would be needed in a regular plan. Also the positions would be described more thoroughly.

VII. *Budget*

	First Year		*Second Year*		*Third Year*	
	Federal	*Local*	*Federal*	*Local*	*Federal*	*Local*
A. Personnel						
Mr. Smith 1/2 time	7,000		7,000		7,000	
Supv. of I.A. 1/2 time	5,000	5,000	5,000	5,000	5,000	5,000
2 secy. full time	8,000		8,000		8,000	
4 teachers full time	15,000	15,000	15,000	15,000	15,000	15,000
B. Travel						
Mr. Smith 50 mi. at .10, 130 days	900		900		900	
C. Supplies & Materials						
Project material	2,000				1,000	
Office supplies	1,000		1,000		1,000	
D. Service						
Duplicating & reproduction	1,000		1,000		1,000	
Statistical computation					3,000	
Testing material forms					1,000	
Janitor & lights	500		500		500	
E. Binding final report					2,000	
F. 2 office rooms		600		600		600
	30,400	20,600	38,400	20,600	51,400	20,600

Federal cost	$120,200
Local cost	61,800
	$182,000

Should show yearly increase in salaries.

SUGGESTED OUTLINE FOR TITLE V OF P.L. 89-10

TITLE: A proposal for establishing a full-time position of State Supervisor of Industrial Arts Education for Anystate under Title V, PL 89-10.

SUBMITTED BY: The Anystate Industrial Arts Association, in conjunction with the Department of Industrial Arts Education of Anystate College.

SUBMITTED TO: The Anystate State Department of Education, The Commissioner of Education, for action.

That funds under Title V of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) be used, in part, to finance and make possible the creation of a new state supervisory position. The new office to be that of State Supervisor of Industrial Arts Education, and to be a full-time appointment.

There are numerous reasons for the creation of this position and its immediate implementation. Those of greater importance are:

(1) The State Board of Education recently is on record as advocating the strengthening and extension of industrial arts programs in the schools of the state.

(2) The position of Supervisor of Industrial Arts Education has not existed previously at the state level.

(3) The existence of over twenty-five system-wide programs of industrial arts and the existence of over 280 teachers of industrial arts plus the existence of only 5 systems which maintain positions of local supervisors for their industrial arts programs would seem to point to a real need for state supervisory help in industrial arts.

(4) The existence of availability of federal funds for industrial arts at the elementary and secondary levels and the growing awareness of this fact on the part of local school personnel and officials dictate wise guidance of local efforts which can best be attained through strong supervisory leadership.

(5) Encouragement of educational programs at the local levels often follows in areas where the local schools can see "interest at the state level" as evidenced by "recognition" at the state level of a curriculum area by the assignment of supervisory personnel and by action on the part of the state in promoting and improving the professional situation of teachers in that curriculum area.

(6) Encouragement of local communities to assign supervisory personnel to this growing field of educational opportunity.

(7) Realization that the present numbers of teachers and numbers of programs of industrial arts in the state will expand in present educational levels, and that the level of the elementary school has not been touched in Anystate further points to the importance of sec[illegible]ng and filling this position without delay.

The Duties and Responsibilities

The position calls for improvement of the effectiveness of the state department by providing the following for industrial arts education in the state:

(1) General supervision of the programs of industrial arts in the school systems of the state.

(2) Encouragement of local systems to establish local positions for supervisors of industrial arts.

(3) Organization and effecting, including the supervision thereof, of in-service and/or collegiate summer session workshops in such areas as teacher up-grading and curriculum building and revision.

(4) To initiate, encourage and develop experimental and/or pilot projects under federal programs.

(5) To represent adequately as a state official the field of industrial arts education at national affairs.

(6) To enable the State Board of Education to apply a team-of-specialists approach to the solution of major educational problems in the state, especially under approved planning grants.

(7) To provide a more effective liaison between the state department of

education and the industrial arts teacher education program in the state college.

(8) To provide recognized leadership at the state level for industrial arts education in the state's schools.

Personnel and Cost

It is suggested that the following apply to this position:

Qualifications for the position should include at least a master's degree in industrial arts education with major work in the area of administration and supervision of industrial arts and a degree from an accredited institution of higher education.

In addition, a minimum of seven years teaching experience or combination of teaching experience and department head responsibility equal to seven years experience. It is desirable that the teaching and/or combination experience have been earned at assignments in both junior and senior high school or their equivalent.

It should be understood that these are the minimum experimental requirements.

Salary for this position is recommended to be from a minimum of $10,000 to at least a top of $14,000. Entrance salary actually awarded shall depend on experience and professional qualifications.

Anticipated Benefits

(1) Programs of in-service training.

(2) Development and dissemination of curriculum materials.

(3) Coordination of short-term institutes at various state and/or regional colleges for industrial arts teachers.

(4) Pilot programs to bring new emphasis and/or new content areas to local programs.

(5) Planning and remodeling of physical plants for industrial arts programs.

(6) Handling of appeals for special grant monies.

(7) Assist local school systems in teacher recruitment and placement.

(8) Handle appeals from individuals and superintendents in conjunction with the Bureau of Teacher Certification for special considerations for certification.

(9) Provide help for local school departments in the identification, specification and selection of equipment for industrial arts classrooms.

(10) Dissemination of and interpretation of new research in the field of industrial arts education for teachers and local administrators.

(11) Make the expenditure of federal funds effective through intelligent supervision of and extension of the industrial arts programs throughout the state.

SUGGESTED OUTLINE FOR TITLE XI OF NDEA

(Prepared During Indiana State University Supervisors' Conference)

(*See pp. 19-23* of "A Manual for the Preparation of Proposals, Summer, 1966.")

FIELD OF INSTITUTE
INDUSTRIAL PLASTICS FOR
JUNIOR HIGH SCHOOL INDUSTRIAL ARTS TEACHERS

Duration of Institute: 8 Weeks
Number of Participants: 30
Federal Funds Requested:

Participant Support	$28,800
All Other Direct Costs	38,980
Indirect Costs	9,000
Total	$76,780

INTRODUCTION

1. Growth of plastics industry
2. Employment in industry
3. Students enrolled in plastics
4. Consumer literacy
5. Teachers inadequately prepared—teacher methods outmoded
6. Institutional capabilities
7. Concentration of plastic industries
8. Institution and research in plastic and plastics education
9. School needs—expanded program needed

OBJECTIVES OF THE INSTITUTE

1. Restructure and broaden synthetics curriculum in the junior high school
2. Improve and up-date teacher competencies for new plastics and synthetics curriculum
3. Develop resource units for a one-semester program
4. Conduct a preliminary evaluation of materials and methods

NUMBER OF PARTICIPANTS

30 Selected as follows: 50% from state, 50% from remainder of nation.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

1. Must have B.A. or B.S.
2. Now teaching junior high school and have been a full-time industrial arts teacher for the past 3 years.

3. Not be within 5 years of retirement
4. Recommended:
   25% participants be eligible for future enrollment in a future institute; participants in workshop may comprise up to 25% of a proposed institute
5. Screening and selection procedures—
   committee of host institution, headed by director

PROGRAM OF THE INSTITUTE

I. Content, Processes, Hardwares, Materials, Production Methods; Reference Materials; Applications; Research Development; Product Development; Management; Chemical Development; Tooling; Material and Product Testing; Consumer Education, Corporate Structure

II. (Part No. 2) Typical week's schedule

Field Trip	*Design*	*R & D Labs*	*Rehearsal*	*Evaluations of Micro-Teaching*
Mgt. & Design	Design Develop	Sem	Micro-Teaching	Evaluation of Week

STAFF

Director (full-time summer; 1/2 time spring—planning; 1/4 time fall—evaluation)

Assistant director (full-time summer; *Note:* main instructor)

Associate professor (2)

Consultants

1. I.A. Plastics Specialist
2. Chemical Engineer
3. Economist
4. Science Education
5. Management

EVALUATION

1. Visitations
2. Conference of group
3. Questionnaires (During—at end of seminar)
4. Follow-up—Application 2 years later
5. Evaluate results of material
6. Developed and used in micro-teaching (pre-test and past-test)
   Objective evaluation of participant competencies (pre-test and past-test)

BUDGET

AMOUNT REQUIRED FOR THE FIRST YEAR

		Grant Funds	*Applicant Or Other Funds*
Participant			
30 at $75 per week for 8 weeks plus 2 Dependents each at $15 (per participant) x 30 (weeks)		$28,800	
Direct Costs			
Salaries			
Director	$ 6,000		
Asst. director	3,000		
Instructional	5,000		
Clerical	4,800		
Consultants (15 days) (at $100 day)	3,000		
Lab. asst.	500		
	$22,900		$22,900
Other Direct Costs			
Travel	2,040		
Office supplies	1,000		
Reproduction	6,000		
Illust. supplies	3,500		
Employee benefits	----------	(Calculate carefully)	
Publicity	540		
Fees ($100 ea.)	3,000		
	$16,080		
			16,080
Total Direct Costs	$38,980		
Indirect Costs			9,000
Grand Total			$79,780